



**NASHVILLE COLLEGIATE
HIGH SCHOOL**

**STUDENT & FAMILY
HANDBOOK**

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Welcome

Dear Students & Families,

I am excited to welcome you to KIPP Nashville Collegiate High School for the 2021-2022 academic year. You are part of a talented student body that is recognized for its academic abilities and social and emotional growth.

This handbook will inform all students and families, new and returning, about many aspects of our school. In the pages that follow, you will see descriptions of the services and activities available to students, as well as our rules and policies that make Collegiate unique. This handbook establishes the responsibilities that students, families, and staff have in making this a community that values integrity, professionalism, respect and fairness all while living out our core values: Excellence, Heart, and Growth.

Thank you for choosing KIPP Nashville Collegiate High School. I hope your year ahead is both challenging, engaging, and successful.

Sincerely,

Marc Gauthier

Principal, KIPP Nashville Collegiate High School

School's Core Values

Collegiate will continue to be an elite, non-admissions-based, public high school providing a college-prep education to (primarily Black and Latinx) students in East, North, and South Nashville, and continue to establish the character and academic skills necessary to be successful in college and in life.

KIPP Collegiate is built around three core values: Excellence, Heart, and Growth. At Collegiate, our values guide our actions and decisions by grounding us in a common set of beliefs and principles:

Excellence | We set the bar high for ourselves and others, and find the necessary resources in order to meet the bar.

Heart | We look out for each other's well-being and champion our individual and collective identities.

Growth | We get better every day and seek to use every moment as an opportunity to improve our practice and increase our impact.

Within our core values, Collegiate seeks to employ additional traits and behaviors as we fulfil our ambitious mission.

Accountability | We follow through on our commitments and obligations.

No Fear, No Embarrassment | We let our light shine and embrace taking risks.

Joy | We seek to find positive moments and interactions that make us smile and laugh.

Resilience | We are solutions-oriented in the face of challenges.

Sustainability | We seek richness and fulfillment in our professional and personal lives.

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, Career, & Beyond

This is an analogy for the journey that we expect all students to make. The mountain is for our students to attain success through college graduation, career advancement, and life beyond our doors.

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.

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:** 123 Douglas Ave, Nashville, TN 37207
- **Main Office Number:** 615-514-6260
- **School Email:** collegiate@knchs.org
- **Individual staff contact information can be found in our front office**
- **Social Media:**
 - Facebook: <https://www.facebook.com/KIPPCollegiate>
 - Instagram: @kippcollegiate

School Hours

Doors Open: 8:00am

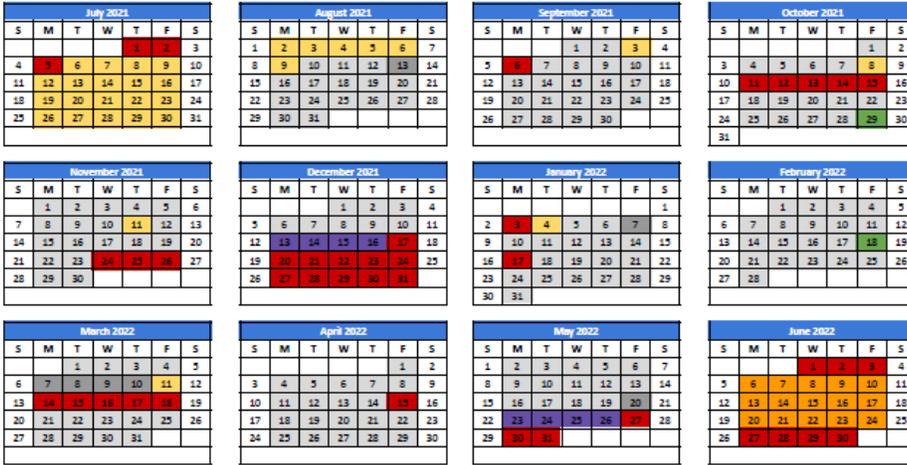
School Begins: 8:15am

Dismissal: 3:25pm

2021-2022 School Calendar & Important Dates

KIPP Nashville
KIPP Nashville Collegiate High School
2021-22 Academic Calendar - last edited 7/20/21

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



July 6-8	Leadership Institute
July 9-13-14	New to Leadership PD
July 12-13	New to KIPP School based PD
July 14-16	RELAY PD (full days)
July 19-August 6	School based PD
July 30	KIPP Nashville All Hands
July 24	Parent University
July 29-30	New Student Orientation
August 10	First day of school
August 13	Beginning of Year Practice ACT-1:30 pm dismissal
September 3	Staff PD
September 6	Labor Day-staff and students do not report
October 7	First quarter ends
October 8	Staff PD
October 11-13	Fall Break-staff and students do not report
October 18	Second quarter begins
October 26-29	Report cards issued
October 29	Parent/teacher conference day
November 11	KIPP Nashville All Hands/Regional Staff PD
November 24-26	Thanksgiving holiday-staff and students do not report
December 13-16	Midterm Exams-half day

December 16	Second quarter ends
December 17	Staff PD
Dec 20-Jan 3	Winter Holiday-staff and students do not report
January 4	Staff PD
January 5	Third quarter begins
January 7	Middle of Year Practice ACT-1:30 pm dismissal
January 11-14	Report cards issued
January 17	Dr. Martin Luther King, Jr. Holiday-staff and students do not report
February 18	Parent/teacher conference day
March 7-10	Mock Exams-1:30 pm dismissal
March 10	Third quarter ends
March 11	Staff PD
March 14-18	Spring Break-staff and students do not report
March 21	Fourth quarter begins
March 29-April 1	Report cards issued
April 13	Spring Holiday-staff and students do not report
May 20	End of Year Practice ACT-1:30 pm dismissal
May 23-26	End of Year Exams-half day
May 26	Last day of school; Fourth quarter ends
June 6-24	Summer School

School Schedule

This year students will have eight blocks of classes, including a study hall. Each day will have four classes. A-Days and B-Days that will alternate throughout the quarter.

A Day		B Day	
Arrival/Breakfast	8:00-8:15 am	Arrival/Breakfast	8:00-8:15 am
1	8:15-9:50 am	5	8:15-9:50 am
2	9:55-11:30 am	6	9:55-11:30 am
A Lunch	11:35-12:05 pm	A Lunch	11:35-12:05 pm
3A	12:10-1:45 pm	7A	12:10-1:45 pm
B Lunch	12:10-12:40 pm	B Lunch	12:10-12:40 pm
3B	11:35-12:05 pm, 12:45-1:45 pm	7B	11:35-12:05 pm, 12:45-1:45 pm
3C	11:35-1:10 pm	7C	11:35-1:10 pm
C Lunch	1:15-1:45 pm	C Lunch	1:15-1:45 pm

4	1:50-3:25 pm	8	1:50-3:25 pm
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This schedule does not include the schedule for pep rallies, forums, field trips, or special events. Classes will be shortened or eliminated to accommodate these events.

Parts of the Day

Morning Arrival (8:00-8:15 AM)

Collegiate opens its doors to students at 8:00 am every morning. From 8:00-8:15, students are expected to enter the building in uniform, grab breakfast from the cafeteria, go to their lockers to put away phones, backpacks, and outerwear, and head to first block.

Student Transitions

Students have 5 minute passing periods between each class. Transitions are marked by a dismissal and tardy bell. During this time, students should take care of personal needs before arriving at their next class, such as using the bathroom, getting a drink of water, going to their locker, and socializing with friends. Students who arrive after the tardy bell receive an L2 for Late.

Lunch

Each student is scheduled a 30-minute lunch each weekday. This year, there are three high school lunch blocks within 3rd/7th block. The cafeteria is shared with KIPP Academy Nashville (KAN) middle school, so efficient transitions to and from lunch are essential.

Students must have a pass to leave the cafeteria for any reason during lunch. This includes, going to tutoring during lunch, eating with a teacher, going to the office, and using the restroom.

Students may not order lunch to the school. However, a parent may bring their child lunch to the school.

Student Dismissal (3:25-3:40 pm)

Collegiate dismisses students for the day at 3:25 pm. Students may dismiss through two Collegiate exits: the front doors by the Collegiate main office and the east stairwell by the KAN main office. Students have until 3:40 to either exit the building or arrive at their after school activity. No student should be in the hallway after 3:40 without a pass.

Students must be picked up or leave campus by 3:40 pm, this includes students that drive. There is no adult supervision after 3:40 pm.

After School: Students

Collegiate offers numerous after school clubs and sports. In addition, students may stay after school for detention, study hall, volunteering, or tutoring. While staying after school, students must be with an adult at all times and are not permitted to roam the hallway without a pass.

Detention runs from 3:35-4:35p Monday through Friday.

Collegiate athletics, led by our Athletic Director, offers girls' and boys' soccer, girls' and boys' basketball, cheerleading, cross country, and track & field. Collegiate also offers many clubs, including but not limited to Robotics Club, Dance Club, Youth in Government, Collegiate Ambassadors, Yearbook Club, and Guitar Club.

Pep Rallies, Forums, Field Trips, etc.

Collegiate will sometimes run an alternate schedule to include an opportunity to build student culture, celebrate

our students, end our week in a joyful community, or provide off-campus lesson- or college-related opportunities. While these days warrant a modified schedule, our expectations for students remain the same. Students should report to their locations on time and should arrive in dress code without electronics, backpacks, and outerwear, just like they would for any other class. Students should wait until after the event to pack up for the day.

Arrival Procedures

Students enter through the front doors facing Douglas Ave. beginning at 8:00 am. They are considered late at 8:15 am. They report to the cafeteria to pick up breakfast and from there, students report to block one. Dress code should be checked and cell phones left in lockers at this time.

Dismissal Procedures

Students must exit through the front door facing Douglas Ave. or the south stairwell. All students must exit the building by 3:45 pm and be picked up by 3:45 pm. There is no adult supervision after this point unless students are in a pre-arranged designated after-school activity.

Dress Code Policy and Expectations

Dress Code Purpose & Intended Outcomes:

At Collegiate, our school dress code is a tangible representation of our collective mission. Through our dress code, we seek to achieve the following:

1. Our dress code is intended to create a semi-professional environment as indicated by our physical appearance each day. We believe that a semi-professional presentation allows our students to emulate the expectations of a work environment while maintaining a developmentally appropriate dress code expectation. Additionally, we believe that our students' adherence to this dress code empowers our academic efforts by helping to create focused and disciplined learning environments.
2. Our dress code is a visual representation of our students' commitment to our school mission, expectations, and shared values. As such, it is a tool used to cultivate and promote school pride and shared purpose.
3. Our dress code helps to reduce distractions often brought about through clothing expectations, competition, or pressure. It ensures students are able to reserve their focus for learning and socializing productively. In a similar vein, our uniform helps to promote a united community by reducing the impact of socioeconomic status on one's presentation.
4. Our dress code aids in ensuring we maintain a safe environment for students and staff. Because of our uniform, we are able to identify non-members of our school community with greater ease, reduce incidents of thefts of expensive clothing/accessories, and minimize opportunity for prohibited objects to enter the school building.

At Collegiate, the dress code is a non-negotiable part of our commitments, norms, and culture. We believe that this commitment assists in our mission to accelerate learning for students, cultivate good character habits, and ultimately set our students on a path to and through college, career, and beyond. We also believe our dress code assists in maintaining the safety of our school environment. Therefore, we require our students' and families' adherence to this policy. If a student is in need of dress code item support, our school is committed to providing assistance.

While we seek to minimize the opportunity for a student to incur dress code infractions within our dress code, disciplinary consequences will result for repeated violations of a dress code violation.

Purchasing KIPP Collegiate Collared Shirts and Outerwear

Families can purchase KIPP Collegiate collared shirts and outerwear online at the following website: <http://knchs.ibdesigns.com/> If a family does not have a credit card to make a purchase, have them contact the Office Manager. If a student expresses that they cannot afford a dress code item, families should share this information with our CIS Coordinator to provide assistance in obtaining needed dress code items.

Dress Code Check

Collegiate staff hold consistent dress code expectations from the beginning to the end of each school day. Though we have systems in place to help our students be in dress code at all times, upholding consistent dress code expectations is required of all.

Collegiate Dress Code 2021-2022

Tops: All students must wear a **KIPP Collegiate collared shirt** daily. No exceptions. Permitted tops are included below:



Jackets & Sweaters: All jackets worn in the school building are required to be **KIPP-issued and must be worn with a KIPP collared shirt**. Hoodies of any kind are not permitted. Permitted jackets are included below:



Must be worn with collared shirt

Bottoms: All students must wear **full-length jean or khaki-style pants or skirt of any color**. Shorts and capri pants are not permitted. Athletic pants and sweat pants are not permitted. Pants and skirts may not contain rips or frays of any kind. Skirts must be no higher than 3 inches above the knee.



Shoes: Students may wear any color/pattern closed-toed sneaker or dress shoe. Slides, sandals, house-shoes, and open-toed shoes are not permitted.



Accessories:

- Students may wear any jewelry, so long as it is not a distraction to themselves or others
- Students may not carry purses or backpacks throughout the school
- Phones are not permitted and must stay in lockers.
- Belts are optional

Student Cell Phones

Collegiate is a “No Phone Zone.” Students are required to leave cell phones at home or secure them in their lockers in the morning. Collegiate provides locks to all students to ensure their items are securely stored throughout the day. Students are never to use their cell phones in school and are not permitted to carry them on their person throughout the day (the only exception to this rule applies to students who have earned College Ready Status and are therefore permitted to carry phones and use them at the appropriate times per their CR Status commitment)

Cell Phone Confiscation Procedure

If a student has a cell phone on them or uses their cell phone, an L2 (Phone) will be issued and the phone will be collected and secured in the main office.

After having a phone collected three times in a quarter, a parent will need to come to the office to pick it up. If the student refuses to turn in the phone, then will receive an L3 (Insubordination).

Bathroom & Hall Passes

Students are permitted to use the restroom during arrival and during transitions without the use of a bathroom pass. If using the restroom during these times, students are still required to arrive to their next class on time (before the bell).

Students are also allowed three agenda bathroom passes per day to use for any restroom needs during class time. If the student needs to use this pass, they will inform their teacher and wait for an appropriate moment in class to use this pass (such as after the completion of a graded assignment or at a natural pause in the lesson) as indicated by teacher permission.

Students who do not have a pass to display in their agenda may be asked to wait until after class to use the restroom. In cases of emergency, students may use the classroom provided clipboard pass, but will incur a L1: No Pass demerit.

In the event that a student needs to go to the office or another room for any reason outside of the regular transition time, the student should use their student agenda as a pass. If they do not have a pass, they will use

the class clipboard and an L1: No Pass demerit will be entered.

Non-essential errands (ex: calling home for an after school activity) should be completed during lunch or before or after school. Students must have a pass from a teacher to use the office phone.

Student Supplies

Chromebooks

All students that turn in a technology form will be assigned a Collegiate Chromebook. The Ops Team will do periodic checks to ensure students are taking care of their Chromebooks. There is a \$50 fee for all damaged and/or unreturned Chromebooks at the end of the school year.

Calculators

All students that turn in a calculator permission slip form and do not have a lost calculator from a previous year will be assigned a Collegiate calculator to use through their Math teacher. Math teachers will do periodic checks to ensure students are keeping up their calculator. There is a \$50 fee for all unreturned calculators at the end of the school year.

Student Agendas

All students will receive a student agenda at the beginning of the year. This agenda should be used in all classes so that students have one place to keep up with all prepwork assignments and important dates throughout the school year. The student agenda is also used as the hallway/bathroom pass for all students. Each student has three passes to use throughout the day. The teacher must sign, date, and time stamp the planner before a student exits the classroom for any reason. If a student does not have their agenda, a demerit “no pass” should be issued and the student should take the classroom clipboard pass. The clipboard must be signed, dated, and time stamped by the teacher.

Locks and Lockers

All students are assigned a locker and given a school lock to use throughout the year. It is the student’s responsibility to keep the locker locked and combination safe. There is a \$5 fee for all unreturned locks at the end of the school year. If a student brings their own lock, they must provide the combination or key copy to the office and it must be noted in the tracker.

Personal Belongings

Students are responsible for their own belongings and keeping them safe. Collegiate will not be held responsible for items that were stolen from lockers that were not assigned or locked. Students should not share their locker or locker combination with any other students, and this often results in items going missing or ending up damaged. here is a \$5 fee for all unreturned locks at the end of the school year. If a student brings their own lock, they must provide the combination or key copy to the office and it must be noted in the tracker. No exceptions.

Academic Program

Overview

Collegiate offers a well-rounded, college-preparatory academic program. The educational philosophy of KIPP Collegiate is based on the belief that all students should be excellently prepared for a variety of post-secondary choices. Statistically, graduation from college is the surest way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences and perspectives, as well as building personal and professional relationships that open up opportunities and enable an array of choices that are often unavailable to people who do not graduate from college. We also know that personal, professional, and financial success is not solely dependent upon attending or graduating from college, as there are

many viable and respectable paths to and definitions of success. Thus, we deliver an educational program that allows students to develop academic and character skills and traits needed to lead a life full of opportunity and choice.

The philosophy of KIPP Collegiate is informed by research, the experience of and learning from KIPP schools and other high-performing schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning. The overview of each content area will provide more context about the philosophy behind the academic and social/emotional learning decisions.

High Expectations and Rigorous Curriculum

All students will pursue a rigorous, college-prep academic program that prepares them for a variety of post-secondary options. Using a backwards-mapped approach from ACT College-Readiness Standards to build on state standards, all students, regardless of their proficiency at baseline, will be expected to meet and exceed state proficiency standards and score competitively on nationally norm-referenced assessments. The high expectations will be manifest in:

- rigorous curriculum that develops critical thinking skills;
- development of student autonomy and ownership of achievement through student responsibility for understanding their own assessment data and how it informs their goals and habits;
- ambitious growth goals for all students, regardless of their proficiency upon baseline;
- use of academic language in all content areas and grade levels, as well as in the hallways, and;
- demonstration of the school values in all aspects of students' performance and behavior.

The school's educational philosophy is also fully aligned to the Tennessee State Board of Education's policy aimed at strengthening the state's high schools. The school program supports the policy's goals and embraces the following excerpt from the policy: "All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community."

Instructional Design

The high school course of study is explicitly designed to prepare students for college. The following describes the course of study for each subject area. The entire KIPP Nashville Collegiate Course Catalog can be viewed [here](#).

STEM

- All students will take Algebra I, Geometry, Algebra II in grades 9-11, and either Statistics, AP Statistics, or AP Calculus AB in grade 12. . A student can opt out of Algebra I if he/she has passed the Algebra I EOC as an 8th grader, thus putting the student on a faster track to take Geometry in 9th grade, providing the student with access to both AP Statistics and AP Calculus AB prior to graduation.
- KIPP Nashville uses an AP For All math curriculum created in partnership with other KIPP high schools across the country. The curriculum is aligned to state and ACT standards. It is also backwards planned from the AP Calculus exam. The school also offers Algebra I and Geometry support classes for 9th and 10th graders. Any student with a RIT score of 217 on NWEA is eligible for this support class.
- KIPP Nashville follows a physics first science sequence. Students then take chemistry and biology, sophomore and junior years respectively. The physics first approach is grounded in scientific understanding, allowing students to make connections between physics, chemistry, and biology, instead of treating these courses as discrete disciplines. KIPP Nashville Collegiate High School has followed this sequence and it has led to strong ACT science outcomes for students.
- KIPP Nashville uses the KIPP Foundation's AP For All curriculum as the basis for these courses.

- Finally, Collegiate offers AP Computer Science Principles and Computer Science Discoveries as electives. The KIPP Foundation, in partnership with KIPP schools across the country, developed this curriculum.

ELA

- Collegiate offers each freshman and sophomore two ELA classes: Literature and Composition. Literature classes focus on the analysis and appreciation of complex literary texts. Composition classes focus on strong written analysis of and response to complex informational text. Students in upper grades have the option of requesting placement in AP Seminar in place of Composition.
- All students take English I and English II, in freshman and sophomore years respectively. In 11th grade, students whose academic data indicate readiness may matriculate to AP Language in place of English III.
- Our goal is for at least 90% of Collegiate graduates to have sat for the AP Language and Composition exam. Therefore, AP Language is our standard senior English course. AP Literature and Composition is offered to Seniors who sat for the AP Language exam as Juniors. English IV is offered on an “as needed” basis in response to student need.
- KIPP Nashville uses the KIPP Foundation’s AP For All curriculum as the basis for the English I, II, AP Language and AP Literature courses. This curriculum ensures vertical alignment of texts and standards.
- Collegiate will also offer Reading Support courses for students who need accelerated remediation of grade level reading skills.

Elective Pathways

- KIPP Nashville now offers multiple elective focus pathways to graduation: Humanities, STEM, and AP. This allows students voice and choice in academic rigor and allows them to gain skills and preparation for their chosen post-secondary path.
- The Humanities pathway requirements will largely be met through our Composition courses. although there are other courses that can contribute to this requirement if needed.
- The STEM pathway requirements will include computer science courses as well as upper level AP STEM classes.
- The AP focus pathway can be met through successful completion of 3 or more AP courses above and beyond those that satisfy other graduation requirements

Social Studies

- The social studies sequence begins in 9th grade with AP Human Geography, which explores the impact of humans on the Earth. This course builds strong background knowledge that is foundational for future social studies courses. In 10th grade students take either AP World History or World History, which is aligned to the TN state standards. Juniors take AP US History and seniors take AP Government first semester and AP Macroeconomics second semester.
- KIPP Nashville has created its own social studies curriculum for these courses, collaborating with partners at Valor Collegiate in Nashville, KIPP New York City, and KIPP Bay Area schools.
- Students in an Algebra 1 or English Support class in 9th grade do not take AP Human Geography.

Foreign Language

- KIPP Nashville offers at least two years of Spanish for all students, although the school offers two different tracks, one for native speakers and one for non-native speakers. This differentiated approach ensures all students are being appropriately pushed and challenged.
- Classes of 2024, 2023, and 2022 are on a pathway to take Spanish I & II or Heritage Spanish I & II during their junior and senior years. Class of 2025 and all classes that come after will be on a pathway to take Spanish I & II or Heritage Spanish I & II as freshmen and sophomores.

College Readiness

- Students take a two course college readiness sequence starting in their junior year. During junior year, students research careers of highest aspiration and college/educational programs and develop a wish list of the colleges they want to attend. During senior year, the course supports students in applying to colleges and jobs from drafting applications to submitting applications to navigating acceptances and financial aid packages. The senior year course also prepares students with the practical knowledge they will need to navigate the resources at their campus. Half of the College Readiness 11 course is devoted to the personal finance course. While this course is a state requirement, these standards are essential for student success in college and in life, which is why college readiness teachers teach this course.

Electives

- In addition to a strong college preparatory program, the school also offers other elective courses.
- Students take a Social Justice course. This multidisciplinary course allows students to study current events through the lens of social justice. Previously, this course was offered to students as freshmen. However, starting with the Class of 2025, this course will be offered to students in their junior or senior year.
- Students take a fine arts elective, either Music or Visual Art based on student interest, Lifetime Wellness, and Physical Education.

Exceptional Education Academic Program

Students are placed in support classes (literature/reading support, algebra/geometry support) based on MAP scores as well as teacher recommendation. Generally, the Exceptional Education Department at Collegiate attempts to place students in an inclusion setting wherever possible, with some exceptions:

- English I and II: ELD and EE sections are offered
- Algebra I and Geometry: EE sections are offered

Progress Reports & Report Cards

Progress reports that include academic and behavior updates are emailed to families every Thursday via Dean's List. Additionally, students/families have 24/7 access to grades via the Illuminate Portal and to behavior via Dean's List. Report cards are sent home at the end of every quarter. Final report cards are mailed to families the first week of June.

Student Prepwork

Prepwork, which may be commonly understood as homework, consists of the assignments given to students to be completed after school in preparation for the next day's content lesson. At Collegiate, we believe prepwork is a tool which prepares students to engage thoughtfully and purposefully in academic content. Additionally, completing prepwork establishes a habit of preparation and organization. Therefore, we assign great importance to prepwork, and hold students accountable for its daily completion.

We believe that it is important when students first arrive that we help to cultivate homework completion as a habit for students. In these formative years, students are working to solidify their GPA and academic standing, and homework is integral to this. As students progress at our school, we believe in emphasizing homework completion not just as a habit, but as a tool internalized for academic success.

Student Make-Up Work Policy

For one day of missed absence, work is due by the next class period.

For 2+ days of missed absence, students have the # of block periods missed to make up the assignment. Ex: If students miss a full week, they have missed 3 class periods. They will then have 3 full class periods from the date of return to submit.

Students absences that are COVID related will be excused absences, and students will receive an extension to make up their work.

Cheating and Plagiarism

Cheating and plagiarism is a serious offense. Please refer to the flowchart below for consequences.

Academic Integrity Violation Flow-Chart

If the Teacher/AP finds there was an intentional attempt at plagiarizing:			
Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Level 3 issued, ISC (debrief with DEAN), caregiver phone call, detention assigned	50% (no credit) on the assignment	9 th Grade – 48 hours to make up assignment for up to 100% credit 10 th -11 th Grade – 48 hours to make up assignment for up to 80% credit 12 th Grade – 48 hours to make up assignment for up to 70% credit.
Second Offense	Level 3 issued + 1 day ISC (caregiver meeting)	50% (no credit) on the assignment	N/A
Third Offense	Level 3 issued, 1 day OSS (caregiver meeting)	50% (no credit) on the assignment	N/A
If the AP finds there was not an intentional attempt at plagiarizing, and the student acted out of ignorance:			
Offense	Behavioral Consequence	Academic Consequence	Academic Recovery Opportunity
First Offense	Caregiver phone call	50% (no credit) on the assignment	9 th Grade – 48 hours to make up assignment for up to 100% credit 10 th -11 th Grade – 48 hours to make up assignment for up to 80% credit 12 th Grade – 48 hours to make up assignment for up to 70% credit.

Second Offense	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above	Follow “First Offense” from “intentional attempt” structure above
Third Offense	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above	Follow “Second Offense” from “intentional attempt” structure above

**For integrity violations on midterm or final exams, the academic penalty is more severe. For any student who commits an academic integrity violation on a midterm or final exam, the student will receive a 50% on the assignment without the opportunity to retake the exam. All cases will be given consideration for potential exceptions.*

Dean’s List

Students can qualify for the Dean’s Tea Celebration if their quarter GPA is at minimum a 3.5

- Dean’s List with Distinction all students that have a 4.0 or higher GPA
- Dean’s List all students that have a 3.5 - 3.99 GPA

Parent/Guardian Communication

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

- Illuminate portal and 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.

Athletics & After School Programing

Collegiate offers numerous after school clubs and sports. In addition, students may stay after school for detention, study hall, volunteering, or tutoring. While staying after school, students must be with an adult at all times and are not permitted to roam the hallway without a pass. When a sport, club, or other activity ends, the coach, advisor, or staff member should escort students to the exit and ensure they leave the building.

Collegiate athletics, led by our Athletic Director, offers girls’ and boys’ soccer, girls’ and boys’ basketball, cheerleading, cross country, and track & field. We also have co-op with Maplewood Football, Softball, and Volleyball.

Collegiate also offers many after school clubs as well such as Student Council, Math Club, Dance Team, Yearbook Club, Robotics, Girls Who Code, Art, and Performance Choir. Our clubs list is evolving, as new clubs are formed each year. A table of clubs is shown below:

Yearbook Club	Robotics Club
Math Club	Dance Club
Guitar Club	Girls Who Code
Student Council	Art Club
Youth in Government	Flag Football Club
Gaming Club	Soccer Club
African Dance Club	Performance Choir
Basketball Club	Creative Writing Club

Athletic Eligibility

According to TSSAA, the governing body for high school sports in the state of Tennessee, athletic eligibility is determined by:

Enrollment and Attendance

- To be eligible, students shall be regularly enrolled, in regular attendance, and carrying at least five full courses or the equivalent. A student is eligible to participate in football, volleyball, cross country, golf, and girls' soccer prior to the beginning of school if the student is enrolled at the school and meets all other eligibility requirements.
- A student shall not participate in athletics during any semester unless he/she is duly enrolled on or before the 20th day of the semester. This rule shall not apply to transfer students who have met the attendance requirements in the school last attended.

Academics

- To be eligible to participate in athletic contests during any school year, the student must earn five credits the preceding school year if less than 24 credits are required for graduation or six credits the preceding school year if 24 or more credits are required for graduation. All credits must be earned by the first day of the beginning of the school year. Academic eligibility for a student is based on the requirements of the school the student was attending at the conclusion of the previous school year.
- Students who are ineligible the first semester may gain eligibility the second semester by passing five subjects (1/2 credit) or three blocks (one credit per block) or the equivalent. Students on trimesters who are ineligible at the beginning of the school year may gain eligibility by passing five subjects (1/2 credit) or three blocks (one credit per block) or the equivalent the first trimester. Those students will be eligible to participate
- If a student is forced to withdraw from school, or is prevented from enrolling in school, due to the student's illness, his/her accident, or his/her disability, the principal may request a ruling in regard to the student's eligibility, provided the student was eligible at the time the illness or accident forced the student to withdraw or prevented the student from enrolling in school. If ruled eligible, such a student shall be charged with a semester of attendance for athletic purposes for the semester of non-attendance or withdrawal.
- A student who returns to a member school after attendance at a school of correction or alternative school may be eligible for athletic participation provided the school of correction or alternative school is accredited

by the Tennessee State Department of Education and provided the student returns to the school attended before entering the school of correction or alternative school.

- For athletic purposes the scholastic record filed in the office of the principal or superintendent at the end of a semester shall be final. Credits earned in a summer school accredited by the State Department of Education shall be recognized for eligibility purposes provided the student was enrolled during the spring semester immediately preceding the summer session and attended at least 40 days of that spring semester.
- A student who drops out of school before the end of the semester shall be ineligible to participate in secondary school athletics until the student has been in school a semester and has passed in at least five full unit subjects or the equivalent. (To become eligible under this regulation, a student must attend school for at least 40 days of the semester, but in no case shall the eligibility become effective until the beginning of the succeeding semester.

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 his/her 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

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

Culture Routines & Procedures

At Collegiate, we exist in order to clarify and provide a solution to one specific question: How do we create a school that provides students from East and North Nashville the opportunity to live the choice-filled life that they deserve. We have experienced some tentative success in answering this question, as our students have achieved national academic growth and achievement as measured by the ACT college entrance exam. Our students are setting a new standard for what's possible in urban high schools, not only within our own network, but also throughout the American South.

Driving forward the standard for what's possible is core to our work and why we exist, which can be summarized in the following statements:

- We exist to empower our students, who are primarily Black and Brown students, with the academic and character skills needed to succeed in college, to succeed in life, and to create a more just society.
- We believe that race, socioeconomic status, and parental education levels should not determine the educational and life outcomes for any students in East, North, or Southeast Nashville.
- Because our students are representative of others across the country, we believe that we can have a broader impact by establishing our school and our students as proof points for what is possible for schools and students in traditionally underserved communities

When a person visits our school, they will see a collective effort to drive student achievement and empowerment. We know that in order to achieve our mission, we must create conditions to accelerate student achievement. We ensure that we prepare students with the critical thinking-skills to solve complex problems. We equip students with character habits aligned to our values, and we cultivate relationships to support one another. We set high-expectations for our staff and students, and we hold ourselves to that bar. At KIPP Collegiate, we ensure that our school culture enables achievement within a rigorous academic setting, and we do not compromise that standard.

We believe that driving forward this standard for what's possible involves three key stakeholders: our staff, students, and families. When students and their families sign the commitment to excellence form, they become active partners with the school in fostering a safe and productive school culture. Families commit to assist the schooling habits of their child, ensure their student is present each day, and advocate for the needs of their child. Students commit to learning and working hard to gain skills and knowledge as active participants invested in their education. Finally, teachers commit to preparing engaging and challenging lessons, supporting students' character development, and giving precise feedback to students so they can grow as much as possible. With each stakeholder, student success is possible.

Ultimately, we believe that demography does not have to be destiny. We believe that we can help our students reach the place where they can experience the opportunities and choices they deserve. We believe we can close the opportunity gap for our students.

Student Behavior System

At Collegiate, we believe the following:

- Behavior is communication; it implicitly or explicitly provides insight into a person's current state of being.
- Behavior is the foundation upon which learning can happen, or conversely, be impeded. As such, behavior impacts performance.
- Behavior influence choices, and those choices in sum shape one's character

Therefore, we do not sacrifice the opportunity to give students feedback *often* – both affirming and adjusting – about the habits they are forming through their behavior choices. We know that this feedback, when intentionally named

and shared with students, can empower them in their academic, social, and emotional development, assist them in positive identity-development, and help them prepare for college and career beyond our doors.

Purpose of Collegiate’s Code of Conduct

KIPP Nashville’s vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. We pursue this through our mission of cultivating in our students the academic and character skills needed to succeed in top colleges and life beyond. At Collegiate, we set a high bar, hold ourselves accountable, and champion one another in the pursuit of continuous growth.

Driving forward the standard for what’s possible is core to our work and why we exist. This brings us to “why we exist”:

- We exist to empower our students, who are primarily Black and Brown students, with the academic and character skills needed to succeed in college, to succeed in life, and to create a more just society.
- We believe that identity markers such as race and socioeconomic status should not determine the educational and life outcomes for any students in East, North, or Southeast Nashville.
- We believe that our students and families should have choice-filled lives and should be leaders and determiners of their own futures.

The KIPP Nashville Collegiate High School Code of Conduct is one tool of many that we use to cultivate character, instill productive habits, and promote a high-quality education. Through the use of the Collegiate Code of Conduct,, we seek to empower self-disciplined, socially-responsible, and academically-motivated students while cultivating a joyful, rigorous, and safe school-community culture. In this document, we explicitly state our expectations for student engagement and behavior. The Code of Conduct, however, is not intended to address the entire spectrum of student misbehavior; instead, it outlines a range of appropriate responses for certain productive and unproductive behaviors. This tool among others, enables us to coach productive habits and skills and achieve our vision for a safe and empowering school culture.

Code of Conduct: Progress Report System Basics and Logistics

- The Progress Report begins at 100 points each week.
- Engagement feedback can **add** (merits) or **deduct** (demerits) points from the progress report.
- Generally, this section of the progress report should be read as grades. For example, if a student maintains above an 85 on his/her progress report, generally the student has had a good week. If the student’s report falls below a 70, the student has not met expectations throughout the week

The Daily/Weekly Cycle

- The daily cycle for the Progress Report runs from 7:00am – 4:30pm
- The weekly cycle runs from Thursday morning to Wednesday afternoon. Reports are distributed electronically on Thursday mornings via email.

Student Behavior System

The KIPP Collegiate discipline system is designed to focus students on our mission by ensuring that class and school environments are safe, orderly, and investing. This system includes the following tiered incentives and consequences which reinforce our values and support the KIPP Nashville mission:

Incentives:

- Merits
- Major Merits
- Earned Opportunities

Consequences:

- Demerits
- Detentions
- Suspensions
- Expulsion

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, dismissal, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- 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.

Opportunities and Earned Incentives

Collegiate’s Code of Conduct is one tool of many our school community employs to drive toward ideal outcomes. Through the implementation of this system and others, students can achieve the following:

Merit System Incentives	Other Ideal Outcomes
<ul style="list-style-type: none">● College Ready Status: Students who demonstrate leadership, self-discipline, and academic achievement may apply for College Ready Status. Students who meet the criteria and obtain the recommendation of staff members earn additional privileges, such as phone privileges, backpack privileges, and lunch privileges.● Collegiate Ambassadors: Students who demonstrate leadership, self-discipline, and academic achievement may apply to be a Collegiate Ambassador. Collegiate Ambassadors participate in leadership development, selective programming, and host events with community leaders.	<ul style="list-style-type: none">● Academic achievement*: Research shows that behavioral outcomes are closely aligned with academic outcomes. At Collegiate, we find that students who excel behaviorally find greater opportunity to excel academically. The progress report provides feedback to students regarding behaviors and habits in order to maximize academic performance and cultivate strong character.● Participation in Extracurricular Activities: Collegiate provides students opportunities to become

<ul style="list-style-type: none"> ● Collegiate Café: Students may use progress report points to purchase goods (school supplies, snacks, KIPP Swag, trips, etc.) at our Collegiate Café Store bi-weekly. ● Grade-wide/School-wide Earned Opportunities: Throughout the year, various challenges, competitions, and programming exist to provide positive recognition and opportunities for student behavioral and academic achievement. 	<p>involved in clubs, sports, and student organizations. For many of these activities, behavioral and academic requirements exist for students to participate.</p> <p>*Schleicher, Andreas. <i>Programme for International Student Assessment</i>. Organisation for Economic Co-operation and Development, 2018, https://www.oecd.org/pisa/. Accessed 20 Apr. 2020.</p>
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Interventions and Behavioral Supports

The Code of Conduct is one of many tools we use to influence student behavior. In conjunction with this, we also utilize various behavioral and social-emotional interventions for students who may benefit from these additional supports:

- Check-In/Check-Out
- Small Group Interventions
- Student/Caregiver Meeting
- Behavior Tracking Systems
- Skill Development Interventions (ex: social stories)
- Counseling

Merit System

The following section contains a description of Collegiate’s Merit System. Detailed in this section are an overview of our Merit System as well as types of merits and demerits, their assigned point values, and resulting consequences.

Merit Report and Merit Report Cycle Description

What is the Merit Report	When does the Merit Report run?	How to access the Merit Report
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<p>Each week, students receive a document containing information and feedback for that week’s behaviors and academic performance. “Merits” are positive reinforcement points students earn for exemplifying Collegiate values. “Demerits” serve as constructive feedback when students are not meeting expectations, some of which result in further consequences.</p>	<p>The Merit Report cycle runs from Thursday morning to Wednesday afternoon. The daily cycle for the merit system runs from 7:45am-4:30pm.</p>	<p>Merit Reports are sent electronically to students and families on Thursday mornings via email. Please ensure you have signed up to receive Merit Reports via email using your Dean’s List login credentials.</p>
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Overview of Merits and Demerits

Type	Explanation
Major Merit (+5 Merit Points)	A major merit is worth +5 because it is well beyond typical expectations. These are for truly “above and beyond” moments.
Merit (+2 Merit Points)	A merit is worth +2 because it should improve a student’s standing in our community.
Basic Habits Feedback (-0 Points but still recorded for follow-up)	Basic habits feedback is designed to hold high expectations for student habits without issuing a consequence. This feedback is tracked to allow Collegiate staff members to intervene with students who struggle with a habit.
Minor Demerit / Level 1 (-2 Merit Points)	A minor demerit is for smaller misbehaviors that require a minor consequence.
Major Demerit / Level 2 (-5 Merit Points)	A major demerit is more serious as it is either a subtle form of disrespect, a continuous pattern of misbehavior, or presents a significant disruption to the school environment. These accumulate toward the earning of detention.

Referable Behavior / Level 3 (-10 Merit Points, removal from class)	When a student chooses to engage in a “removal from class” -worthy behavior, they are creating a potentially unsafe environment or an environment that is egregiously disruptive to the learning of his or her peers. Students removed from the room are required to debrief with the dean and teacher. These accumulate toward the earning of detention.
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Merit Descriptions (+2) and Major Merit (+5) Descriptions

Merit	Description
Excellence	Setting a high bar for oneself. Achieving at a high level. Actively working to present a high quality product.
Growth	Demonstrating growth or progress, or demonstrating a clear attempt to do so.
Heart	Taking responsibility for the well-being of others.
Resilience	Acting in a positive or solutions-oriented manner in the face of challenges.
Accountability	Meeting obligations, deadlines, or commitments (particularly when there was an opportunity not to do so).
No Fear, No Embarrassment	Taking academic risks, particularly publicly. Standing up for what is right in a difficult circumstance.
Curiosity	Expressing a strong desire to know or learn something new.
Zest	Expressing zest; displaying infectious levels of enthusiasm for a task, assignment, or content.

List of Basic Habits Feedback (Level 0s, -0 merit points)

The following types of feedback will be recorded, but no points will be deducted from a student’s progress report:

Habits Feedback	Description
Voice	Low or inaudible volume: a student does not speak an answer at an appropriate volume in class, discussion, or seminar.
Posture	Poor posture: not sitting up in one’s seat; excessive slouching; head down while reading/writing; head down on arm on desk.
Engagement	Disengaged: staring out the window or drifting off; not tracking the speaker, text, board, or conversation in a classroom or group setting.
Organization	Disorganized: disheveled binders, many papers strewn about in folders or binders, other class’ work in the wrong folder. (<i>*note – this should not be confused with the unprepared minor demerit; the habits feedback seeks to provide feedback on the student’s organization,</i>

	particularly as the disorganization does not prohibit the student from full participating in class for the day)
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List of Minor Demerits (Level 1s, -2 merit points)

Minor Demerits	Description
Minor Dress Code Violation	Any dress code violation that can be fixed in the moment. <ul style="list-style-type: none"> ● Examples: Incorrect sweater, pants sagging, etc. ● <i>Note: Repeated minor uniform violations can result in an escalated consequence</i>
No Pass	Not having a pass to use for necessary errands (ex: restroom, locker), or not being able to produce a hall pass when outside of the classroom; student is in a permissible location but does not have a pass. <ul style="list-style-type: none"> ● Examples: hallways, restroom
Unprepared	Not having required material(s) for class. <ul style="list-style-type: none"> ● Examples: text for humanities class, calculator for STEM class, no writing utensil
Sleeping/Attempting to Sleep	Sleeping in class or drifting off to sleep.
Not Following Directions/Procedure	Not following an explicit direction from a staff member the first time they are given. <ul style="list-style-type: none"> ● Examples: After issuing directions to complete an evidence-based-paragraph, a student is drawing or doodling instead; student begins to play with lab supplies after the teacher issues clear directions to begin the lab. <p>Not following a class or school procedure.</p> <ul style="list-style-type: none"> ● Examples: talking during silent class entry; talking during an emergency drill; yelling or running during any hallway transition; attempting to leave the lunchroom without a pass
Profanity	Any curse that is said without malicious intent or said in a manner that is not intended to insult or harm another person
Violation of Safety Procedure	Not adhering to established safety procedures and expectations (ex: pulling another student's mask down)
Inappropriate Use of Technology	A student is not using the functions of technology appropriately. <ul style="list-style-type: none"> ● Examples: Using email inappropriately (emailing peers during class inappropriately), drawing in Nearpod feature instead of completing task, on alternate website
Inappropriate Contact	Physical contact with another person in any form other than a handshake, fist-bump, or hug within the "3-second rule." <ul style="list-style-type: none"> ● Examples: hugging, hand-holding, playful bumping
Disruptive	Minor disruptions during class. <ul style="list-style-type: none"> ● Examples: side conversations, talking during silent, independent work, calling out of turn, getting out of seat without permission, distracting others, passing notes in class,
Inappropriate Reaction	Responding to a correction with anything other than acceptance or self-frustration. <ul style="list-style-type: none"> ● Examples: "Oh my god," "I didn't even do anything!" "This is crazy," loud sigh or audible noise signifying displeasure

List of Major Demerits (Level 2s, -5 merit points and counts toward detention-earning threshold)

Major Demerits	Description
Late	<ul style="list-style-type: none"> ● Arriving to class after the bell but within 3 minutes of the beginning of class. ● Student is >5 min. late to any scheduled commitment
Phone/Electronics	<p>Having or using a phone, smart watch, or other prohibited electronic device visible or in use at any point between entry to school and 3:31 p.m. or 4:30 p.m. if in detention. If a student has a phone during these hours, it will be collected and placed in a locked safe in the front office. Repeated violations will require a parent/guardian to retrieve the phone in person.</p> <p>Note: Headphones must be stored away unless given explicit directions by teacher to use in class. Teachers should be sure to inform students of these needed materials at least by day before.</p>
Unauthorized Location	<p>Student is in an unauthorized location without a teacher or staff member</p> <ul style="list-style-type: none"> ● Examples: teacher work room, middle school hallways and areas, main office without permission or reason, ISC without permission or reason, building after school without authorization
Disrespect	<p>Expressed negative attitude about an individual that is usually directed at that individual or other entity. Examples can include name-calling, cursing at an individual, laughing at a peer, unprofessional and rude communication to a peer, etc.</p> <ul style="list-style-type: none"> ● <i>Note:</i> This differs from inappropriate reaction in that it is more targeted and intentional. ● <i>Note:</i> This differs from Major Disrespect in that it's impact is less egregious, public, etc., and therefore may not warrant a removal from class. <p>Examples: can include inappropriate reactions that are disrespectful to the staff member or other students:</p> <ul style="list-style-type: none"> ● "Get out of my face."; "You are so annoying."; "I hate you/this school/this class."
Disrespect to Property	<p>Any alterations to school property that are not permanent and can be fixed in the moment (ex: drawing on school desk)</p>
Ignoring/Refusing	<p>Any student who is asked to comply with an adult's clear direction or request (for a single task) more than once</p>

List of Referable Behaviors (Level 3s, -10 merit points and counts toward detention-earning threshold)

Referable Demerits	Description
Major Dress Code Violation	<p>Any dress violation that cannot be fixed in the moment, including if a student needs to go to his/her locker to change something. A pattern of minor uniform infractions can result in a major dress code violation.</p> <ul style="list-style-type: none"> ● Examples: Out of dress code shoes, no KIPP-issued collared shirt, rips in jeans

	<ul style="list-style-type: none"> ● 1st and 2nd offense: (-10) merit points (replacement provided when available) ● 3rd+ offense: (-10) merit points and detention (replacement provided when available)
Verbal Altercation / Threatening	Verbal argument between students; attempting to incite a fight, harm another person's well-being; issuing a directive that implies a negative consequence if not followed ("She better shut up ...")
Destruction of Property	Anything that requires money or time to fix/replace. <ul style="list-style-type: none"> ● Example: cleaning permanent marker off the walls, damage to Chromebook
Missing Class	Skipping class or arriving to class more than 5 minutes late without a pass. <ul style="list-style-type: none"> ● <i>Note – A student who spends more than 8 minutes out of the classroom for the bathroom should have a conversation with the teacher before issuing a missing class demerit.</i> ● <i>If a student is found to be intentionally skipping class, that student may not make up missed assignments/tests from that class for credit.</i> ● <i>This is a scaffolding consequence. Multiple skipped classes can result in OSS.</i>
Major Disrespect	Speaking negatively to another student or staff member with intent to insult, purposefully disregard, or undermine integrity. The behavior is egregious in language, continued despite redirection, public in impact, or threatening in any way to warrant a student's removal from the classroom environment. <ul style="list-style-type: none"> ● Examples: raising voice at a staff member, arguing with directive, using profanity to belittle or otherwise communicate frustration, using hate language that undermines one's identity or dignity, etc.
Insubordination	<ul style="list-style-type: none"> ● A constant or continuing intentional refusal to obey a staff member's request; a more severe form of ignoring/refusing. Intentional disruption of class or group time. ● 3-4 level one demerits in a single class or 2 level two demerits in a single class (previously <i>Repeated L1s & L2s</i>).
Unsafe Contact	Play-fighting that includes attempted punching, slapping, pushing, hitting, or putting another student in a "playful headlock." Includes any major violations of an explicitly stated health and safety procedure related to COVID-19.
Bullying / Harassment	Any continued communication (verbal or non-verbal) that is expressed with intent to undermine, disrespect, or compromise the well-being, safety, or integrity of another individual within the school community or the school community itself. This may appear in, but is not limited to, the following forms: <ul style="list-style-type: none"> ● Verbal and Written: Saying or writing mean comments about another person: teasing, name-calling, inappropriate sexual, racial or religious comments, taunting, threatening to cause harm. ● Social Bullying: Leaving someone out on purpose, telling others not to be friends with a particular student, spreading rumors, embarrassing someone in public. ● Cyber Bullying: Any of the aforementioned definitions of bullying and harassment found to be perpetrated on the internet or through a social media platform. <p><i>Note: Egregious or continued forms of this behavior may trigger a suspension or further consequence.</i></p>

Other

Demerit	Description
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Suspension (-20)	Students earn -20 for each suspension day. <ul style="list-style-type: none"> • <i>The progress report total is based on a value of 20 points each day. Missed days due to disciplinary consequences will forfeit this total.</i>
Integrity Violation	Lying; Cheating on HW, tests, essays; Plagiarism. <ul style="list-style-type: none"> • <i>Note: See "Academic Integrity Flow Chart" for details regarding thresholds and consequences.</i>
Detention (-0)	Any assignment of detention as a result of accumulating three L2s/L3s.

Classroom Sendouts

At Collegiate, we prioritize the safety of our students as well as their ability to focus and learn within the classroom environment. We seek to do this through the foundation of a strong culture, including but not limited to rigorous instruction, engaging learning environments, and positive relationships. We believe in the sanctity of the learning environment for all students, and will also utilize interventions often to redirect behaviors in the moment.

If students present behaviors that threaten the safety of our school environment or persistently prevent the ability of their peers to learn, that student may be removed from the classroom environment. When this occurs, the student is escorted to, or self-reports, to the Independent Study Center. During this time, we seek to achieve the following goals:

1. Provide a space for the student to regulate their emotions with the support of an adult
2. Assist the student in a reflective process that includes identifying and naming the impact of the behavior, advocating for needed supports, and establishing a goal aligned to the infraction
3. Restore harm done through restorative conversations or other restorative practices
4. Providing any additional support as it is identified

We seek to provide a pathway back to the learning environment for students who are sent to ISC upon the completion of these goals. Students may also be referred to ISC as an assigned consequence to egregious behaviors or as a formalized consequence to repetitive infractions.

Restorative Conversations

At Collegiate, we believe that consequences must be paired with meaningful conversations between members of our school community. Any violation of the positive, productive, and safe culture we seek to establish warrants a restorative conversation between all stakeholders. These conversations are intended to restore relationships, repair harm done, and teach replacement habits/responses. These conversations are particularly utilized when higher level consequences are assigned (L2s, L3s, suspensions, etc.), or when a member of our school community feels that their safety has been otherwise compromised. At times, we may recommend or mandate a parent/caregiver attend the restorative conversation if circumstances surrounding the incident would benefit from this involvement.

These conversations are hosted/mediated by various members of our school community, including but not limited to our Deans' Team, school administrators, staff, peer mentors, and/or outside agencies (The Conflict Resolutions Center).

Detention Policy

Earning Detention

- All Major (Level 2 demerits) demerits and Referrable (Level 3) demerits count toward reaching a detention threshold. Students earn a detention for every **three** Major and/or Referrable demerit earned over the course of a quarter
 - Note that referrable behaviors count toward the detention threshold and result in a send-out from class, as the behaviors the student has exhibited significantly impacted school-culture in a way that warranted their removal from the classroom environment.
 - A student's total resets to zero at the beginning of each quarter.
- Data for earning detention is pulled weekly. Students will receive a letter on Thursdays along with their progress report to indicate whether they have reached a detention threshold and for which day(s) they have earned a detention.
 - If a student reaches multiple thresholds in one week, they will receive multiple days of detention.

Number of L2s and L3s	Consequence (next week)
3	1 detention day
6	1 detention day
9	1 detention day
12	1 detention day
15	1 detention day
18	½ day ISC
21	½ day ISC
24	1day ISC
27	1 day ISC
30+	1 day OSS for every 5 L2s/L3s earned

Detention Communication

- Students will receive a detention letter with their Dean's List reports indicating whether a student has detention the following week, which day(s) the student has been assigned detention, and at what threshold a student is. (Note: Options to reschedule detention will be included in this letter).
- Daily callout for behavior detention will occur by 5:30pm the day prior to a student's detention by the dean in charge of detention
- If the callout service is not functioning correctly, the dean will call each parent and let them know.
 - If the phone call is not made by the callout service, parents will have the option of rescheduling for the following day. Deans will coordinate any rescheduling.
- Detention lists are posted each week in designated locations around the school.

Detention Logistics

- **Days & Times:** Detention is held on Tuesdays, Wednesdays, and Thursdays from 3:35-4:35p in the cafeteria. This includes "non-standard days" like during IA week (during these days, detention will last from 10 minutes after dismissal until 1 hour after dismissal).

- **Expectations:** During detention, students complete a reflection sheet and check in 1:1 with a dean regarding the detention-earning behaviors. Following this, students should work on prepwork.
- **Attendance:** Detention attendance will be taken by 3:35pm.
 - If student is absent or was dismissed early – student will be added to next day’s behavior list
- **Passes:** Students have 1 pass per quarter to use as needed. Students may elect to use this pass by informing the dean. However, if a student does not attend detention and has a pass to use, their pass will automatically be used. Dean will text caregiver indicating that their pass was used by 5:30 on the date the pass was used.
- **Excused detentions:** Staff members who excuse a detention must email DoS with subject line “Detention Excused – NAME” by 12:00 pm. Staff members CAN excuse detentions in the rare case where he/she made an error in entering the demerit. Staff members CANNOT excuse detentions for tutoring, study hall, or extra-curricular activities. Detention supersedes these activities.
- **Skipped detention:** If student is absent and unexcused from detention (skipped detention), caregivers will be notified via DeansList callout by 5:00pm. See “Skipped detentions” section below for consequences.

Skipping Detention

- Students who skip detention will have an ISC consequence the following day. These consequences increase in severity as the number of skipped detentions increases:

1 st skip	1 hour ISC
2 nd skip	½ day ISC
3 rd skip	Full day ISC
4 th + skip	One day OSS

- Students who skip a detention 4 or more times within a quarter will receive an automatic OSS the following day

Rescheduling Detention

- Students may reschedule detentions only once each quarter
- If a student needs to reschedule a detention, s/he must do so before 10:00am on the date of the detention. The student must bring in a signed note from a caregiver, or a staff member must receive verbal confirmation from a caregiver for any rescheduled detentions.
- For detentions that are rescheduled, the dean will send a confirmation text message to the caregiver with the rescheduled date of the detention

Appealing Detention – Behavior

- Students should check the detention list during arrival
- If a student believes the detention is an error, they should check LiveSchool to determine the cause of the detention
- If the student still believes it is an error, they should complete a “Detention Appeal Form” located outside of ISC) and submit by 11:00am.
- Dean will review all “Detention Appeal” forms and communicate with the student the status of their appeal (approved or denied). If approved, the dean will communicate to the caregiver that the student’s detention has been removed.

KIPP Collegiate Suspension Response

- Students and families will be informed via phone call and suspension letter of any suspension consequence for a 300, 400, or 500 level offense.

- Suspensions are documented on a student's Infinite Campus behavior report, accessible by school and district administration.
- If a student is picked up before 12:00pm on the date of their suspension, their suspension will begin on that date. If the student is unable to be dismissed before 12:00pm, or if the behavior occurs after 12:00pm, the suspension will begin the following date.
- Students will not be permitted to participate in any extracurricular activities during the term of their suspension.
- Students will have the opportunity to submit missed academic assignments following their suspension. They will receive one additional day per suspension day following the suspension to submit assignments (ex: If a student received a 3-day suspension, they would have 3 days from the date of their return to submit all missed work).
- A Manifestation and Determination Review (MDR) meeting will take place for students who receive services through an IEP or 504 prior to a student reaching the 10-day threshold for suspension.

Re-Entry Meeting Expectations

Suspensions allow students an opportunity to reflect on their behavior and create a plan for how they will improve over the next few weeks and throughout the year. A re-entry meeting will be held prior to their return to school and the school expects the student and parent to attend.

Upon suspension, the following steps will take place prior to the suspension meeting:

- Assistant Principal/Associate Dean of Students contacts parent to inform them of suspension & schedule suspension meeting
- Assistant Principal/Associate Dean of Students highlights student infractions based on incident/offense.
- Assistant Principal/Associate Dean of Students places suspension letter in an envelope home along with expectations for student reflection letter
- Student must bring the completed reflection letter to the re-entry meeting and be prepared to share. Student must also bring back the suspension letter signed by a caregiver.

The Re-entry meeting must achieve the following objectives :

- The student reflects on the impact of their behavior on themselves and others by preparing a pre-written reflection letter
- The student commits to avoiding the suspension-worthy behavior moving forward
- The student, caregiver, and staff collaborate to develop and implement any necessary interventions to support the student in a safe and productive re-entry into the school environment.

General Safety Expectations

All exterior doors are locked at all times. Visitors must enter at one of Highland Heights's Main Offices (for the high school, visitors should enter through the two front doors facing Douglas Ave). Visitors must ring the bell located outside the entrances; this bell will ring inside the high school and middle school front offices. The Office Manager uses the camera and intercom to screen the visitor before buzzing them in. Visitors must check-in before entering the building

KIPP Forward

What is KIPP Forward?

In 1998 The KIPP Foundation created a program called KIPP to College (KTC) in order to stay connected with students after they leave KIPP schools and provide families with essential knowledge to prepare students to succeed in college. As we seek to be more equitable in helping students identify their career of highest aspiration and determining the best pathway to get there, the program is now called KIPP Forward.

KIPPsters set a high bar for their futures. For some, that means being the first in their family to graduate from college or buy a home. For others, it means serving our country or creating a business. So KIPP schools ensure each student has the skills and confidence to pursue any path that leads to their highest aspirations.

Through KIPP Forward, we're supporting students to discover what a fulfilling life means to them, then break through any barrier that dares stand in their way of achieving it. KIPP supports students to choose and prepare for the educational and career paths that fit their goals and sense of purpose. Once on their way, KIPP Forward teams help alumni keep moving forward, tackling academic, social, and financial challenges they might encounter while pursuing their dreams. And through the KIPP Alumni Network, our KIPP family is creating powerful connections, and ascending together with networking, mentorship, leadership training, and more.

Across the country, KIPPsters are making their mark. They are earning degrees, building businesses, reforming policy, serving their communities, and rising through the ranks of companies and organizations throughout the nation. Together, they're creating a future without limits. For themselves. For all those who will follow them. And for us all.

How does KIPP Forward support students and families?

- Teaches College Readiness 11 and 12 courses to juniors and seniors
- Provides funding to students who want to visit a college campus
- Organizes multiple parent nights throughout the year
- Plans and executes convocation every May
- Assists in planning and executing career programming
- Helps students prep for standardized tests like the ACT or SAT
- Promotes financial literacy within the school
- Organizes college visits by admissions officers
- Connects students with military and athletic recruiters as needed

Who is on the KIPP Forward team?

- Chaelsa Williams-McKay, KIPP Through College Director
- Loretta Hearn, Dean of College Counseling
- Brandi Smith, College Readiness 12 Instructor
- Lorejune Fernandez, College Readiness 11 Instructor
- Lauren Denton & Holly Fakunle, Persistence Counselors

Career

KIPP's mission has always been focused on preparing students to lead choice-filled lives. While we know that a college degree is the clearest path to a life of opportunity and choice, we also know some students pursue different paths to fulfilling careers. Through academic and extracurricular programs, we help our students expand their knowledge of career options – and the steps needed to pursue their career of highest aspiration. This work is designed to introduce key knowledge necessary to support students in their career and postsecondary options exploration. It is intended to serve as the connective tissue that helps students develop the knowledge and skills necessary to chart their personal

pathway to postsecondary education in order to achieve their career and life goals. A student's clarity of their goals, passions, and purpose is deeply connected to their motivation for applying to, matriculating or enrolling, and ultimately persisting through their postsecondary path. We do this by integrating the following programs into the College Readiness 11 and 12 curriculum:

- YouScience Career Aptitude and Interest Assessment
- Occupational Outlook Handbook
- Career Day
- O*Net Interest Inventory
- KIPP Alumni Voices videos

KIPP Forward also supports alumni career engagement through:

- Career Interest and Aptitude Assessments
- Career communities by sector
- Virtual interactive workshops
- Career Coaching
- National Alumni Network Internship Portal
- and more!

Match Matters

Match Matters: The Big Idea

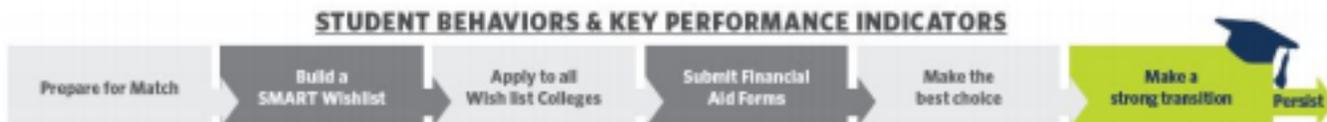
New to KIPP Forward? Start here to better understand KIPP's recommended approach to college counseling and the critical research underlying our focus on "Match Matters."

Here's what we know:

1. **Where a student goes to college matters – a lot.** While every student is unique, a college's statistical data can tell us how likely it is that students will graduate in four years. In particular, [historic graduation rates](#) help us identify colleges and universities with a demonstrated track record of graduating Latino and black students in four to six years. In general, a student's likelihood of graduation increases dramatically based on the selectivity of the college they choose to attend. (Selectivity measures how difficult it is to get in.) It's not an exact science, which is why it's important to look at the data for individual institutions.
2. **Too often, first-generation students and those from low-income communities aren't matriculating to their academic "Match."** Consistent with national research, we know that KIPPsters are "under-matching" during both the college application and decision phases by not submitting enough applications to schools that align with their academic profiles. (Choosing, instead, schools that are not rigorous enough.) And, too often, they are choosing to attend schools with lower historic graduation rates than other schools to which they were admitted.
3. **There's a way to reverse the trend.** Experts recommend students apply to a diverse portfolio of schools (tailored to students' individual academic profiles) to increase both their choices and their chance of college success. By influencing and supporting our students in the college application and decision process (as well as the financial aid process), we can have a direct impact on the odds that they'll graduate.
4. **Match works.** We've seen the power of this approach in action. KIPP students who follow our recommended strategy of applying to 6+ target and reach schools (based on their individual academic profiles) matriculate to colleges with higher historic graduation rates for Black and Latin-x students than peers at similar academic performance levels who apply to fewer target and reach schools. This is true for students at all levels of academic performance.

What this means for a strong College Match program:

A strong College Match program builds on research and our experience to support students in researching, applying, and matriculating to college. We support critical student behaviors and key performance indicators in the process:



- **Prepare for Match:** Students should start preparing for match early, with a strong focus beginning in Junior Year. Work with students to follow the five keys (below) to ensure they have a solid foundation for the match process.
- **Build a Smart Wish list:** Ensure students build a “wish List” of nine or more schools, balanced across likely, target, and reach schools. (Think “3-3-3” for 3 likely, 3 target and 3 reach or a total of at least 6 “likely plus”, target, or reach schools.) Counselors can help students prioritize schools within each category (likely, target, reach) that have strong track records of graduating students, are more affordable, and are a strong fit with students’ preferences (e.g., location, majors offered, campus size, social life, etc.).
- **Submit applications early to wish list schools:** Wish lists aren’t just an exercise; they are precise tools to guide where a student should apply to college. Work with students to ensure they’re applying to the right schools and track completion of each application component to ensure submission by Thanksgiving break.
- **Submit FAFSA and other financial aid forms before the priority deadline:** Work closely with families to help them understand the financial aid process and to ensure they submit forms well ahead of priority deadlines.
- **Make the best choice:** In the weeks before Decision Day, check in frequently to help answer questions, decode award letters, and help students prioritize acceptances that (a) have strong track records of graduating students, (b) fall below our suggested debt rule of thumb; and (c) are a strong fit with students’ preferences (e.g., location, majors offered, campus size, social life, etc.).
- **Make a strong transition:** After students make their decisions, they have to complete critical matriculation steps to enroll and ensure success in the fall. Support students over the summer in drafting their college and career plan, registering for courses and paying their bill, and setting up other logistics.
 - Making this happen may look different depending on your region. No matter your model, we believe there are a few high-leverage things counselors can do:
- **Conduct 1-on-1s** with college juniors and seniors. During O3s, counselors can ensure students are on track, check in on critical milestones, and provide feedback on wish lists and application plans.
- **Use Data Tools** to influence decision-making. Our student and counselor Match tools give teams the data they need to talk about affordability, financial aid, and projected college graduation rate with their KIPPsters.
- **Build Family Investment** at every step of the Match process. Support and buy-in is critical, and we’ve created resources with family investment in mind

What it takes for students to prepare for Match:

We have learned that preparation is critical to the match process. We tell students that there are five keys to prepare for Match. Ideally, students think about these long before they actually applying to college (and by 9th grade at the latest):

GET AN EARLY START: Getting applications in ahead of admission deadlines ensures access to the largest pool of

aid and, in some cases, increased odds of acceptance. Applying early also allows students to discuss Early Decision and Early Action options with counselors.

REFLECT ON YOUR GOALS: START COLLEGE AND CAREER PLAN: Search for colleges with goals in mind. If students build their wish lists considering their academic options and plans, they will be more likely to finish applications and consider matriculation.

PREPARE FOR THE COST OF COLLEGE: Navigating financial aid isn't easy for any applicant. But it can be particularly challenging for first-generation students and their families, who often lack the benefit of prior experience and knowledge. That's why ongoing financial aid education, counseling, and support is so critical.

KNOW YOUR NUMBERS: A student's GPA and college entrance exam scores (ACT, SAT) directly impact their likelihood of acceptance and their access to financial aid. Students need to take the time to understand the implications of their scores and how to improve them.

PREPARE TO BUILD A SMART WISH LIST: First-generation students often under-match because they don't apply to enough schools, especially enough target and reach schools. **Often, students fall into two patterns: either only applying to schools where they have a very high likelihood of getting admitted (we call those "likely") or only applying to likely schools and those that are a true long-shot (we call those a "far reach").**^[1] Put simply, we know KIPPsters have to take more – and smarter! – shots to score the goal. We encourage students to apply to a portfolio of 9 or more colleges, including a smart balance of likely, target, and reach schools. This can be a mix of 3 likely schools, 3 target schools, and 3 reach schools (3-3-3), or a total of at least 6 "likely plus", target, or reach schools. Likely plus schools are those where (a) students have a very high likelihood of getting admitted AND (b) they have higher graduation rates. Introduce the data and rationale to students before wish list building.

College Readiness

At KIPP Collegiate High School students are required to complete both college readiness 11 and 12 as a graduation requirement. These classes are created with student experiences in mind. Often students will be working on completely different tasks at the same time, while their teacher guides them on their individual paths. Both classes are geared towards identifying career and college options, with topics that are specific to student development that will prepare our students to enter the adult world upon high school completion.

College Readiness 11 covers many different topics that will prepare students for multiple post-secondary paths including:

- Essay Writing
- Wish list building
- Summer programs
- Financial aid
- Career exploration
- Identity exploration
- Lifetime wellness
- ACT preparation
- Financial Literacy

College Readiness 12 centers around the college and career application process while also covering the following topics:

- College applications

- College essays
- Financial aid and budgeting
- Emotional transition to college
- Matriculation to college
- Financial aid verification
- Career exploration
- Job Applications
- Time management and organization
- Professional communication

Our Alumni

Currently KIPP Forward serves over 400 students in colleges, careers and military programs across the country including:

- Princeton University
- Duke University
- Howard University
- Morehouse College
- Smith College
- Rhodes College
- Middle Tennessee State University
- The University of Tennessee at Knoxville
- Lipscomb University
- Berea College
- Georgetown University
- University of Memphis
- University of Tennessee at Chattanooga
- American University
- Tennessee College of Applied Technology
- Northeastern University
- Austin Peay State University
- Lane College
- Columbia University
- Dartmouth College
- Wake Forest University
- North Carolina A&T University
- United States Marine Corps
- Army National Guard
- Tennessee State University
- Fisk University
- Elon University
- Wellesley College
- Berry College
- East Mississippi Community College
- Mount Holyoke College
- Tougaloo College

Persistence

As a part of the KIPP Forward Community, alumni will receive the following services from their assigned Persistence Counselor:

- Personalized support in getting acclimated to campus socially and academically
- Campus visits/ monthly check-ins
- Monthly KIPP Forward alumni newsletters via email
- Connection to campus contacts and academic resources
- FAFSA support
- Guidance on course and major selection
- Internship and scholarship opportunities
- Resume and career search support
- Alumni social events
- Semesterly KIPP Forward Scholarship and raffle opportunities

Parent/Guardian Involvement

Communication Between Home & School

Collegiate is intentional about sharing information with students and families in a timely manner. Below is a schedule of communications our families will receive throughout the year:

Student and Family Communication Schedule

Communication	Description	Frequency
The Warrior Post	Newsletter sent home with important dates and events	Weekly on Thursdays
Dean’s List Report	Individual student behavior summary	Weekly on Thursdays
Progress Report	Individual students’ most up-to-date grades	Biweekly on Thursdays
Attendance Texts	Mass text sent to all families of absent students	Daily
Report Cards	Final grades mailed home	Quarterly
Positive Calls & Texts	Each staff member makes and records positive family interactions	

Family Announcements

Collegiate’s primary communication for families is through our virtual weekly newsletter sent home via Sway. The link is texted to families and emailed to students and families on Thursdays at 4:00pm. To include an announcement for families, please use the following guidelines:

Accessing School Systems

Infinite Campus

Is the system Collegiate uses to track student grades. All students and parents/guardians will receive access to

their Infinite Campus portals at the beginning of the year.

Dean's List

Is the system Collegiate uses to track behavior and send home school wide communication. All parents/guardians will receive access to their Dean's list portal at the beginning of the year.

Parent/Guardian Engagement Opportunities

- Attend Back to School Night in August and Annual Family Picnic in May
- Attend Conferences in October and February
- Join the Parent Involvement Committee
- Volunteer at Collegiate

School Compact

What is a School Compact?

A School Compact—also known at KIPP Nashville as the Commitment to Excellence—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
 - Includes the goals of the School Improvement Plan

Jointly Developed

The families, students, and staff of each KIPP Nashville 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 Nashville is committed to frequent two-way communication with families about students learning. Some of the ways parents will hear from us are:

- Weekly progress reports
- 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

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. Refer to your school-specific handbook for your school's Commitment to Excellence.