



**ANTIOCH COLLEGE
PREP ELEMENTARY**

**STUDENT & FAMILY HANDBOOK
ADDENDUM**

2022-2023

Table of Contents

Introduction	4
Welcome from the Principal	4
Our History	5
Core Values	5
School Operations	6
School Contact Information	6
Calendar & Important Dates	6
School Schedule	6
Attendance Systems	7
Excused & Unexcused Absences	7
Truancy & Chronic Absenteeism	7
Tardies & Early Dismissals	8
School Closings	8
Transportation Overview	9
Arrival & Dismissal	9
Transportation Changes	10
Student Culture & Systems	11
Core Habits	11
Behavior System	12
Other Student Systems & Policies	14
Uniforms	14
School Supplies	15
Cell Phones & Personal Belongings	15
Bathroom Policy	15
Academic Program	15
Content Overview	16
Grades & Assessments	18
Progress Reports & Report Cards	20
Promotion & Retention	21
Homework Policy	22
Make-Up Work Policy	22
Cheating & Plagiarism	22
Academic Awards	22
Athletic & After School Programs	22
Student Support Services	23
Family Communication & Involvement	24
Communicating Between Home & School	24

Communication Methods	24
Sending Home Student Work	24
Visitor Information & Procedures	25
Family Engagement Opportunities	25
School Compact	26
2022-23 Teacher/Staff Commitment	26
2022-23 Student Commitment	27
2022-23 Caregiver Commitment	28
Handbook Acknowledgement	29

Introduction

Welcome from the Principal

Welcome to KIPP Antioch College Prep Elementary (KACPE)! We are so excited that you have chosen to join our Team & Family here at KACPE, and we are looking forward to partnering with you and your KIPPster in their educational journey. The KACPE community is grounded in equity, celebrates diversity, and fosters a rich culture of high academic achievement rooted in joy. We fully embody our values of team, excellence, courage, and growth.

As your school leader I find the values of courage and optimism to be powerful guiding forces. I will challenge myself daily to show up with courage. Courage to hold everyone: teachers, students, and families, to high expectations and courage to work together through challenging situations. We will courageously seek feedback from families and students, and in return share successes and challenges, and ask for true partnership as we strive to ensure every student in our school experiences growth and achievement.

I will maintain a spirit of optimism that consistently is in pursuit of better for every student. I am optimistic that we will continue to see more success at KACPE. I am looking forward to continuing to share the diversity of our community with each other through celebration, conversation, and affirming all identities. With a balance of warmth and challenge we will meet and exceed our academic goals. We will conquer any challenges a fully built out school will throw our way.

I have served KACPE for the last 3 years as a founding 1st and 3rd grade Assistant Principal, and in these last 3 years we have accomplished so much that our KACPE staff is beyond proud of. I am excited to see the amazing growth of KACPE over the next years and beyond as we continue to ground ourselves in the belief that all children can and will learn! I invite you to hold me accountable to these commitments as we begin an exciting new school year together.

Please allow this student and family handbook to be a helpful resource to help guide your understanding and involvement of our school community!

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

With Courage and Optimism,

Brittnee Kennedy

Our History

KIPP Antioch College Prep was founded in 2018, with a founding class of 150 kindergartners. KACPE is the 3rd elementary in the KIPP Nashville Region. From 2019 to 2022 one grade level was added each year ending in complete Kindergarten through fourth grade elementary. The 2022-2023 school year will be our first year fully built out as a complete elementary school in the region. We will serve over 630 students with over 60 staff members. Our students will matriculate to KIPP Antioch College Prep Middle School (founded shortly after the elementary opened), and finally will matriculate to the KIPP Antioch College Prep High School, creating a K-12 pathway in Antioch, Tennessee.

Core Values



EXCELLENCE: We give our best every day. We believe in rigorous instruction and high expectations for every classroom and every KIPPster.

COURAGE: We challenge ourselves and take risks. We name our fears and ask for help in order to overcome our challenges. We do hard things and we are better because of it.

GROWTH: We all get better every day. We are in constant pursuit of better

TEAM: Everyone has intrinsic value, and in bringing our authentic selves we each contribute to the achievement of our vision and mission.

School Operations

Building Information, Calendar, & Schedule

School Contact Information

Address: 3655 Murfreesboro Pike

Antioch, TN 37013

School Hours (Students): 7:40 am - 3:15 pm

Main Office Number: 629-208-7600

Fax Number: 615-970-7089

School Email: kacpeEnroll@kippnashville.org

Facebook: Follow us on Facebook at “KIPP Antioch College Prep Elementary”

Instagram: Follow us on Instagram at “KIPP Antioch College Prep Elementary”

Website:

<https://kippnashville.org/schools-programs/kipp-antioch-college-prep-elementary-school/>

Staff Contact information: Please visit the KACPE website for staff contact information

Calendar & Important Dates

Please visit the KIPP Nashville KACPE [website linked here](#) to find the most up to date Academic Calendar for KIPP Nashville. The academic calendar will provide all school days, vacation days, and major school events planned for the school year. Additional information about dates throughout the school year will be shared in the School Newsletter.

School Schedule

The components of the school day vary by grade level. See the table below for the instructional minutes provided in each content area. Each homeroom teacher, with guidance from the Assistant Principals, will create a homeroom schedule that meets the requirements outlined.

Content Area	Instructional Minutes Kindergarten and 1st	Instructional Minutes for 2nd Grade	Instructional Minutes 3rd - 4th
Foundational Literacy	50 minutes	50 minutes	NA
Small Group Reading instruction	50 minutes	50 minutes	45 minutes
Shared Reading	45 minutes	45 minutes	45 minutes
Writing	30 minutes	30 minutes	45 minutes
Science or Social Studies	30 minutes (each is taught for 2	30 minutes (each is taught for 2	45 minutes (Each is taught all year

	quarters)	quarters)	long)
Math	75 minutes	75 minutes	45 minutes whole group 45 minutes Math Intervention
Specials	45 minutes	45 minutes	45 minutes
Lunch/Recess/Breaks	70 minutes	60 minutes	45 minutes
Morning Meeting and Closing Circle	65 minutes	65 minutes	55 minutes

Attendance & Transportation

Attendance Systems

Every school day matters. At KIPP Nashville attendance is a priority. Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. Students with excessive absences run the risk of not being promoted to the next grade.

Excused & Unexcused Absences

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

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

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

- For planned absences, the caregiver/guardian must notify the office by phone or letter at least one (1) day in advance.
- For unplanned illnesses, the caregiver/guardian must send in a sick note within 3 school days following the absence.
- The student is responsible for completing the work they miss. Please work with your KIPPster's teacher to ensure missing work is complete.

Truancy & Chronic Absenteeism

In accordance with the state law, children ages 6-17 must be in school. caregivers/guardians of children between the ages of 6-17 years are responsible for their child's attendance. If a student accumulates excessive absences the state truancy department could monitor attendance and initiate truancy as needed. Caregivers/guardians are expected to make sure that their child is in school

on-time, every day. Try not to schedule appointments or vacations during school time. Please schedule appointments during school breaks or after dismissal.

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

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

The absences that students accrue throughout the school year will be indicated on progress reports, weekly behavior reports and on report cards. If you identify a discrepancy in our records, please contact the front office to rectify the situation.

When a student is chronically absent or in danger of truancy, the school will implement interventions to help improve student attendance. These may include: truancy notice, conducting an attendance assessment, providing resources to the family, and scheduling an Attendance Review Board (ARB) meeting with the student and caregiver/guardian to create an attendance improvement plan.

The caregiver/guardian is expected to work with the school to improve their student's attendance, failure to show progress on an improvement plan or complete the agreed upon action steps can result in a truancy filing with the juvenile court.

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

Tardies & Early Dismissals

School hours are 7:40 a.m. to 3:10 p.m. Students who miss more than 50% of the school day are considered absent. Tardies and early dismissals mean missed class time which therefore has a negative impact on student achievement and disrupts the learning environment. Students should not arrive late or leave early unless it is for an excused reason mentioned above.

School doors open for students at 7:40 a.m. There is no staff supervision before that time, so we ask that students that arrive before 7:40 remain in their cars and under the supervision of their caregiver or guardian. Students arriving after 8:00 a.m. or they are tardy. Tardy students arriving between 8:00-8:00 need to be signed in by an adult in the front foyer. Tardy students arriving after 8:10 will need to check in through the main office.

Student dismissal begins at 3:10 p.m. In the event that a student needs an early dismissal, the following procedures must be followed:

- Early dismissal must happen before 2:30 pm
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed as an authorized pickup
- The student and caregiver need to communicate with the teacher in order to make a plan for completing missed work

School Closings

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

weather and PD days. Any modifications to the calendar will be communicated to all staff as soon as possible.

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

In the event that unforeseen circumstances cause an early dismissal, we will notify all staff, students, and families via email, phone, text, and/or social media.

Transportation Overview

Caregivers/Guardians have the option of driving their children to KIPP Antioch College Prep Elementary (KACPE) or signing them up to ride the KIPP Nashville bus. KIPP Nashville offers limited bus transportation to students who live outside of a mile radius of campus and within the school's transportation zone. Families that live outside of the transportation zone must provide transportation for their student to the school or to a KACPE bus stop. Route and stop information and bus expectations will be shared with caregivers/guardians as a part of the enrollment process.

Caregivers/Guardians are responsible for their student's safety while getting to and from the bus stop and while waiting at the bus stop. Students are to be standing at the bus stop 10 minutes prior to the bus arrival time. Students are not to be waiting in the house or car. Running to the bus stop is a very dangerous practice and could result in serious injury.

Any caregivers/guardians who would like to request a route or stop change, should contact Rosa Richardson, Transportation Manager, at (615) 986-1467. New route or stop requests may take up to 72 hours to process.

For additional information regarding transportation please refer to the KIPP Nashville Regional Handbook.

Arrival & Dismissal

Arrival begins at 7:40 am, and students are considered tardy starting at 8:00am. Dismissal begins at 3:10. All students that are car riders must be picked up by 3:30pm. If you are unable to make the pick up time due to an emergency or other unforeseen circumstance, please contact the office immediately to provide an expected time of arrival. If a caregiver is consistently later than 3:30pm for pick-up a member of the school's leadership team may request a meeting to create a plan for on-time pickup.

PikMyKid

PikMyKid is an app that KACPE uses to facilitate our dismissal process. PikMyKid stores all transportation information for each student including changes to transportation. As part of our car rider dismissal process, the PikMyKid app generates a unique code for each student. Each student is given a set of placards to be used for pick up by any person designated by the guardian. When arriving for car-rider dismissal all cars must have a KIPP Antioch issued placard in order to pick up their student in the dismissal procedure. If a car does not have a KIPP Antioch issued placard, the driver will be asked to park and to come into the building to pick up their student. When picking up they must show ID and be an approved person on the student's office documentation. In order to ensure dismissal runs smoothly and efficiently we ask each caregiver to follow the directions of staff members facilitating the dismissal process and to ensure they have their placards in their front windows visible to staff members. Staff are unable to accept verbal telling of a student's name or number for pick-up. If caregivers arrive in the car-rider line and have not made transportation changes using the process outlined below, students will

be sent home on their original mode of transportation (bus rider). Students will not be pulled from the bus, caregivers will be asked to meet the bus at their original stop.

Transportation Changes

We encourage caregivers/guardians to arrange pick-up of their children prior to dropping them off in the morning. If transportation plans change, caregivers have access to the PikMyKid app. All changes to transportation can be done by caregivers in the app; caregivers are encouraged to use this system to change transportation to ensure they meet all requirements and deadlines to ensure transportation is correctly changed. If caregivers are unable to access the app, caregivers/guardians must call the office by 12:30 p.m. to inform the school of the change. To ensure the safety of our student body, KACPE will not honor any transportation changes made after 12:30 or changes to transportation that are not made by contacting the front office staff or those made in PikMyKid.

Student Culture & Systems

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

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

Core Habits

During whole group instruction, independent work, group work, and transitions, KIPPsters keep their bodies safe (Posture Habits) and their brain on and ready to learn (Engagement Habits). A calm, consistent posture in each of these contexts allows KIPPsters to keep their full attention on the task at hand and not distract themselves or each other with materials, clothing, or body parts.

Silent signals are shared ways we communicate non-verbally across the building. They help KIPPsters communicate what they need and engage with each other, and they help teachers scaffold supports for instruction and classroom management. These are taught intentionally at the beginning of the year and modeled/reinforced by teachers throughout the year.

Quick descriptions of these core habits are below. *For detailed descriptions of KIPPster posture habits, engagement habits, and silent signals used during academic discourse and non-academic communication, please see the Common Picture Handbook.*

Posture Habits

- **STAR:** Sit Up Straight, Track the speaker, Ask and Answer questions, Ready to learn (on carpet includes legs criss-crossed and hands in lap; at desk includes tummy to table and hands on desk; called STAR in both contexts)
- **HALLS:** Hands by my side, All eyes forward, Lips zipped, Legs walking safely, Stick Together

Engagement Habits

- **College Hand:** Refers to a straight, silent, vertical hand when we want to answer a question or contribute to a conversation. The rest of the body stays in STAR.
- **Loud & Proud:** KIPPsters practice courage and excellence by speaking confidently in loud, proud voices in order to ensure their ideas are heard.
- **Tracking & Active Listening (Part of STAR):** All members of the KACPE community make eye contact with each other when someone is speaking. This conveys respect and interest in each other's thoughts and opinions.
- **Choral Response:** Choral response refers to the expectation that a whole class responds together when cued by a teacher.
- **Non-Verbal Response:** Non-verbal response refers to the expectation that a whole class responds non-verbally, usually with a silent signal (outlined below), when cued by a teacher.

- **Independent Work:** During independent work, students are fully focused on the task at hand with bodies still and voices at the appropriate level.

Silent Signals

- **Habits of Discussion:** Habits of discussion (HOD) provides a structured way for students to participate in classroom discussions through normed signals for “Yes, I agree,” “I respectfully disagree,” “I want to build on that,” and others.
- **Non-Academic Signals:** Non-academic silent signals allow KIPPsters and adults to communicate efficiently while reducing teacher talk and empowering students. Signals may be used to communicate expected voice level; communicate needs and requests; give quick behavior feedback to students; or to show love and encouragement to others.

Behavior System

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

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

At KACPE, we believe that KIPPsters thrive academically, socially, and emotionally when they feel known and loved; safe and supported; and understand clearly what is expected of them. When these things are true, most students can meet our behavioral expectations, which are designed to ensure calm, joyful, and rigorous classrooms. When students have difficulty meeting behavioral expectations, we support them by doubling-down on relationships, skill-building, and collaborative and proactive problem-solving.

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

Behavior Management System

Throughout the day, if a KIPPster is not meeting an expectation after the teacher has completed the Behavior Management Cycle outlined above (What To Do, Scan, Positive Narration, Least Invasive Intervention), teachers will use our behavior management system. As outlined above, this system serves as a communication tool that answers the question for students and their caregivers: “How am I doing at meeting expectations in my classroom and school?” We start the year by explaining to KIPPsters not only what our behavior expectations are, but also why it is important to our school community, since we want KIPPsters to develop ownership over their own conduct. Our basic expectations are that KIPPsters:

- Follow directions
- Keep bodies safe
- Brains are focused and ready to learn (in the “Green Zone”)

- Voice levels are appropriate for the situation
- Make places better

Colors

Each classroom uses a color-coded vertical clip chart that visibly shows what “color” each student is on. Each student has a clip with their name on it. Every day, KIPPsters start on Green. Depending on a KIPPster’s choices, the clip may move down.

Checks

A KIPPster’s clip may move down when they earn a “check” at one of three different levels, which will determine how far and in what direction their clip moves. The chart below shows how and when students move down to a color below green. As you will see in the graphic below. Students are able to make mistakes or receive corrections and still end their day on green. We want to ensure students don’t internalize perfectionism, but see the color systems as a means of corrective feedback that helps them understand and build habits that will help them as learners and in life.

Level 1 Behaviors

Level 1 behaviors are Low-Risk (low level of harm possible) that are easily correctable and do not involve overt disrespect to peers or teachers, but are not supportive of the learning environment or conflict with our core values. There are five categories of Level 1 Checks:

- Follow directions
- Safe body
- Focused and ready to learn
- Appropriate voice level
- Make places better

Level 2 Behaviors

Level 2 behaviors are still fairly Low-Risk, but involve more overt disrespect or disruption. There are three categories of Level 2 checks:

- Respect
- Honesty
- Respect materials and space

Level 3 Behaviors

Level 3 Behaviors are Medium- or High-Risk behaviors that put the KIPPster or others in danger of physical, emotional, or psychological harm. There are two categories of Level 3 checks:

- Unsafe body
- Hateful/harmful speech

The chart below shows how and when students move down to a color below green.

Color	Student-Facing Tagline	Number of Negative Points
Green	Ready to Learn	<p><i>Any combination of Level 1 & Level 2 checks adding up to 0 - 4 negative points.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> - 4 Level 1 checks - 2 Level 1 checks and 1 Level 2 check - 2 Level 2 checks
Yellow	Stay Focused	<i>Any combination of Level 1 & Level 2 checks adding up to 5 - 9 negative points.</i>
Red	Time to Reset	<i>Any combination of Level 2 & Level 2 checks adding up to 10 or more negative points.</i>
Orange	Stay Safe	<i>Any number of Level 3 checks.</i>

DeansList

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

Other Student Systems & Policies

Uniforms

KACPE's dress code requires that all KIPPsters wear uniforms. Uniforms help maintain a school culture of unity and academic excellence. We require KIPPsters to wear uniforms to eliminate the inevitable distractions and status distinctions caused by clothing to ensure that our KIPPsters are focused on learning.

All students are required to wear the following:

1. Top: official KIPP Antioch top (short-sleeve polo, long-sleeve polo, button-down oxford, or KACPE jumpers/dresses). KIPPsters may only wear plain, solid color, short-sleeved shirts underneath their uniforms. Writing or designs should not be visible through the polo.
2. Bottom: khaki pants, shorts or skirts/skorts. Leggings and stockings/tights may be worn under skirts/skorts, but may not be worn as pants.
3. Shoes must be closed-toe (no sandals, flip-flops, etc.).

Additional Guidelines

- The KACPE sweatshirt and cardigan is the only outerwear that can be worn inside the building.
- Every Friday, students are given the opportunity to wear a different shift with uniform pants. Students may wear any KIPP t-shirt, college t-shirt, or any shirt that celebrates their unique identity.

KACPE uses French Toast as the official vendor for all Uniform branded shirts and outerwear. All KIPP polos, jumpers, and outerwear must be purchased through our vendor, linked here: [Uniform Website: French Toast](#)

School Supplies

KACPE asks all families to provide their scholars with basic school supplies each year, this may include, but is not limited to: pencils, pens, post it notes, highlighters, expo markers, folders, etc.. School supply lists are provided at the end of each school and year and are posted on the school website for your reference throughout the summer. We ask all supplies to be brought to Family Orientation. This allows teachers and staff to sort and prepare all supplies for the first days of school. We deem most supplies brought into the school as community supplies that may be shared across your child's classroom as well as across the entire school. If there are specific personal items your child prefers for supplies, please plan to utilize those special items at home. The only items that are not shared across the school are personal student headphones. If caregivers are unable to purchase school supplies, please notify the school so we can plan to support you.

Cell Phones & Personal Belongings

KACPE does not allow students to carry cell phones and other personal items (i.e. Nintendo Switch, iPods, other electronics, etc.) on their person throughout the school day. If a student needs to bring a cell phone to school, as deemed necessary by their caregiver/guardian, the cell phone needs to remain in the student's backpack. KACPE is not held responsible for damage or loss of personal items at school. If students are using their cell phone or other personal belongings at times during the school day, the staff/teacher will take the item and turn it in to the front office. A member of the operation or leadership team will contact the caregiver/guardian of the student to determine next steps for returning the item. If this becomes a persistent problem, the school reserves the right to ask the caregiver to come and pick up the personal item.

Bathroom Policy

KACPE creates a classroom environment and schedule that allows students to communicate with the teacher when they need to use the restroom. The teacher will also proactively identify times throughout the day that are best for using the restroom. The teacher will encourage students to remain in class during important instructional time, and at times may encourage a student to wait or delay going to the restroom. Bathroom privileges may be restricted if there has been persistent or concerning bathroom behaviors.

Bathroom routines and procedures are explicitly taught at the beginning of the year, outlining the guidelines for use and how to treat all items/materials in the bathroom. Students not following these guidelines may receive a consequence such as a check or restrictions on bathroom privileges.

In grades Kindergarten and 1st, students have bathrooms in their homeroom classrooms and will primarily use those restrooms throughout the day. Students in 2nd through 4th grade have multi-stall bathrooms that are used by all students. Teachers will create and teach students how to use a hall pass system to ensure there are limits to the number of students in the restroom at one.

At times students do have accidents, we ask that caregivers please place an additional pair of underwear and pants in their student's backpacks in case there is a need to change due to a toileting accident.

If caregivers have concerns with the bathroom procedure or routines used in their student's classroom, please reach out to the teacher with those concerns.

Academic Program

Content Overview

KIPP Wheatley - Shared Reading

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

Reading Mastery - Phonics

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

Sight Words

Sight words are very important for children to master because they account for up to 75% of the words used in beginning children's printed material. During this daily block Kindergarten and 1st grade students systematically work their way through mastering sight words that are specific to their grade level and reading level.

Independent Reading Centers

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

Independent Reading with Accelerated Reader

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

KIPP Wheatley Writing

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

CGI

Cognitively Guided Instruction (CGI) is a daily math problem solving block in Kindergarten through 2nd grade. It is a student-centered approach to teaching math. Students are presenting with a challenging word problem to explore. Teachers observe, prompt, and support students in their problem solving

process. Students then gather together and have a teacher guided math discourse where they share strategies, learn from each other, and discover new mathematical understandings.

Whole Group Math

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

Math Fluency

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

Calendar Math/Math Meeting

This is a block of the day where Kindergarten and 1st grade students use mathematical routines to practice key skills over the course of the year. This block of the day is strategically planned by the grade level and is adjusted based on current progression in the daily curriculum and is also driven by data.

Math Independent Centers

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

Intervention

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

Science

This block of the day is a time when students can develop their inquiry skills. We will utilize the curriculum Mystery Science in K-2nd and Amplified in 3rd and 4th grade. Both curriculums are aligned to the next generation science standards. These curriculums provide hands-on experiences with scientific concepts while promoting critical thinking and problem solving.

Social Studies

In Kindergarten - 3rd grade Studies Weekly is used as the social studies curriculum and in 4th grade students use the Social Studies Alive curriculum. Our K-4 Social Studies courses support students in gathering information from a variety of sources, communicating ideas, and supporting students in developing accurate historical and geographical awareness.

Grades & Assessments

Grading Policy

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

- **Attendance:** The Number of excused and unexcused absences and tardies
- **Social Skills:** A designation of Satisfactory or Needs Improvement for various grade appropriate social skills.
- **Reading Level:** Reading level proficiency will be shared here as: Above benchmark, at benchmark, below benchmark, or well below benchmark. Student “At” or “Above” benchmark are considered meeting grade level proficiency expectations
- **Sight Word Mastery: (Kindergarten and 1st ONLY)** The report card will also indicate the number of sight words a child has mastered for each quarter
- **Writing Score:** Each quarter students complete writing assignments, which are graded on a rubric. The report card will show a child’s rubric score and whether a child is above, on, or off track to meet grade level goals.
- **Oral Counting and Number Identification (Kindergarten ONLY):** This number indicates if your scholar has hit the rote oral counting expectations for the quarter
- **Math Fluency:** The report card also indicates a child’s master of certain math fluencies by quarter and whether the child is above, on, or off track to meet grade level goals.
- **Quarterly Assessment Averages:** These scores indicate the average score your student has earned on all assessments for a given subject area (ELA, Math, science, social studies)

Student performance categories are labeled in the following ways, with “Meets Target” as the expected performance at each grade level.

Standards Performance Bands - Report Cards & Illuminate Assessments		
Score	Band	Percentage
1	Below Target	0-49%
2	Approaching Target	50-69%
3	Meets Target	70-89%
4	Exceed Target	90%+

Assessments

2022-2023 Required Tennessee Student Assessments

State of Tennessee Assessments				
Assessment	Grades	Purpose and Use	Assessment Window	Reporting
TN Ready	3rd and	TN Ready is a mandates state assessment that the state of Tennessee	Early April	When the schools receive reporting

	4th	uses to determine how students and schools are performing across the state of Tennessee	Determined by State of TN	scores, they are shared with families
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English Language Learner Assessments				
Assessment	Grades	Purpose and Use	Assessment Window	Reporting
WIDA ACCESS Placement Tests for English Learners (also called W-APT)	K-11	W-APT (WIDA ACCESS Placement Test) is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language support they need. It also helps us know in which level to place students for the annual assessment all English Learner students take.	Administered to English Learner students at the time of enrollment	Tests are scored and the results are shared with caregivers/guardians
WIDA ACCESS for English Learners	K-12	This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in English language proficiency.	March–April	The state releases individual student reports with details of performance. These are distributed to schools and then shared with families.

KACPE Assessments

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

Assessment Name	Description	Timeline	Purpose of Assessment
<i>NWEA-Measure of Academic Progress (MAP) Assessment</i>	NWEA-MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers baseline data. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point.	Kinder-August, January, and May 1st -4th Grade-January and May	Screens KIPPsters for potential academic gaps; compares KIPPsters performance to students around the country. Performance on this test is a predictor of college and career readiness and performance on the Tennessee State test.
Unit and Module Assessments	Unit and Module assessments are given at the midway point or end of Math, Shared Reading, Writing, Science and	At the end of each content module	To determine whether KIPPsters have mastered recently taught grade level content

	Social Studies modules to assess understanding of grade level standards.		
Sight Word Assessment	These are given weekly in Kindergarten and 1st grade in order to determine mastery on the week's sight words, and at the end of the quarter determines mastery of the set of sight words	Weekly and at the end of each quarter	Determine mastery of sight words
Math Fluency Assessments	These assessments are given to ensure students are mastering the grade level math fluency standards	Weekly	determine mastery of math fluency standards
mClass	mClass assessment is used to assess students 3 times during the year to determine current instructional needs as they progress in reading proficiency	August, December and May	To determine reading proficiency levels of each student
Foundational Literacy Progress Monitoring	mClass is also used as a progress monitoring tool. Students are assessed after strategic focus on a specific skill and progress monitoring assessment determines if students are mastering the skill of focus.	Every 8-10 school days based on need	Used to determine if students are mastering skills that close their gaps in proficiency
Math Progress Monitoring	AIMSweb is the platform that is used as a progress monitoring tool for foundational math skills. Students that are identified as having gaps in math instruction receive targeted intervention. AIMSweb determines if students are mastering the skill of focus.	Every 8-10 school days based on need	Used to determine if students are mastering skills that close their gaps in proficiency

Progress Reports & Report Cards

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

Progress reports are created and sent home at the midpoint of each quarter. The items on the progress report are determined by the Academic Assistant Principals. At their discretion they will include items that give caregivers the most comprehensive view of how their student is progressing.

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

Promotion & Retention

At KIPP Nashville, our ultimate goal is to ensure that all of our KIPPsters are prepared to succeed on their path to and through college. We want to ensure they have the academic knowledge, skills, and habits to succeed in their college of choice or career of highest aspiration. For some students, repeating a grade level may provide an opportunity to close a gap in the knowledge, skills, and habits needed to succeed. In these situations, we consider retention in the current grade level to be an option that aligns with our mission and goals for our KIPPsters.

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

- *Mastery of essential competencies.* Students may be considered for retention if there are multiple areas of concern in the identified categories below
 - Any student well below benchmark in their composite score
 - Students not making typical growth on MAP and still in the bottom quintile of performance in either ELA or Math
- *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
- *Conduct.* Retention shall not be used as a disciplinary measure. A student's social emotional development, however, will be considered when making a retention decision.
- *Previous retention.* Students shall not be retained more than once.
- *Special Education.* Students who have Individual Education Plans (IEPs) will be promoted to the next grade based on successful completion of the goals on the IEP. Retention will only be considered in extenuating circumstances.
- *English Language Learners.* Retention of English Learner (EL) students shall not be based solely on English language proficiency.

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

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

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

If a student qualifies for retention, he or she will repeat the same grade the following year. Caregivers/Guardians may appeal the retention decision to KIPP Nashville's Head of Schools. The Head of Schools will review the students' data and the recommendation and make the final appeal decision.

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

Other Academic Policies

Homework Policy

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

- Review of previously mastered material
- Practice of recently learned concepts
- Independent reading

Homework is checked daily for completion, caregivers may be contacted if homework is incomplete. If you and/or your scholar is experiencing significant challenges with homework completion, please reach out to your KIPPster's teacher to problem solve.

Make-Up Work Policy

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

Assessments that are Required Makeups

- Mid-Module Assessments
- End of Module Assessments
- Sight Word Assessments
- Fact Fluency Final Assessments
- Any other assignment deemed necessary by the Assistant Principal

Cheating & Plagiarism

KIPP Antioch College Prep Elementary works to prepare students for college and career and beyond. Part of that preparation is to ensure they understand what cheating and plagiarism is, and they understand the consequence if that happens. Students will receive instruction on how to cite sources and how to utilize text as a resource in their work. Students that are found cheating or plagiarizing will receive consequences that are logical and appropriate to the specific situation. In instances of cheating and/or plagiarism, caregivers will be notified of the incident and consequences given.

Academic Awards

Students at KIPP Antioch College PReparatory Elementary will be acknowledged with awards for their academic accomplishments. Students will receive awards throughout the year that note their accomplishments in reading proficiency, performance on NWEA MAP (see assessment section above), and exhibiting core values. Teachers may also choose to recognize and award KIPPSters for additional academic accomplishments. Caregivers will be invited to formal award ceremonies, dates will be shared via the school newsletter.

Athletic & After School Programs

KIPP Antioch College Prep Elementary may offer after school programs for students and families to

participate in. The after school offerings may vary from year to year, but will be communicated via regular school communication. Clubs will determine eligibility based on the content and relevance of materials. All after school clubs will be open to as many students as possible while still maintaining the focus and purpose the club was designed for. Financial ability to pay should not prevent a student from participating in an after school event. Caregivers should reach out if finances are a barrier to students' participation.

Student Support Services

KACPE offers a full range of student support services and processes, including S-Teams (Student Support Teams); Special Education services (including Speech & Language therapy; Occupational therapy; Physical therapy; academic, behavioral, and pre-vocational support and services); instruction for English Language Learners; Section 504 Plans; Homebound Services; and individual and group counseling.

For more information about these services, please reference the KIPP Nashville Regional Handbook or reach out to the point of contact listed below.

Points of Contact

Caregivers are encouraged to speak with any KIPP staff if they have concerns about their child.

- **S-Team Process:** April Scott, SpEd Coordinator, ascott@kippnashville.org
- **Special Education Program:** April Scott, SpEd Coordinator, ascott@kippnashville.org
- **English Language Learner (ELL) Program:** Ely Clark, EL Coordinator, eclark@kippnashville.org
- **Behavior Concerns:** Ronald Sickles, Dean of Students, rsickles@kippnashville.org
- **Section 504 Plans:** Caitlin McCollister, 504 Coordinator, cmccollister@kippnashville.org
- **Counseling Department:** Caitlin McCollister, Head Counselor, cmccollister@kippnashville.org

Family Communication & Involvement

Communicating Between Home & School

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

- Sending home student work and additional student practice items
- DeansList Behavior Reports
- Phone Calls/Texts/Emails
- Conferences
- Mid-quarter progress reports
- Report Cards
- Progress Monitoring Reports (as applicable for students in tiered services)
- IEP Progress Reports (for students serviced by Special Education)

Communication Methods

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

- Monthly Newsletter from Principal
- Weekly updates on the KACPE Family Website
- Daily behavior reports on DeansList
- Mid-Quarter Progress Reports
- Quarterly Report Cards

In addition, you may reach out directly to your KIPPster's homeroom teachers by phone, text or email between the hours of 3:30p-5:00p, please allow 24 hours for a response. You may also call the main office anytime between 7:30a-4:30p.

Sending Home Student Work

Sending home student work is an important way for KACPE teachers and staff to give caregivers an insight into the type of work their students are doing daily and how they are progressing through daily lesson objectives. Each student will be given a "student work" take home folder. Current student work will be sent home each week. Caregivers will be expected to keep and review the student work. Caregivers are encouraged to reach out with questions, comments or concerns that arise. Student work that is required to be sent home includes:

- Mid-Module and Module Assessments
- Performance letters after MAP and mClass benchmarking periods

Accessing School Systems

All families will be onboarded to all school systems on the Family Orientation night each year. Below is a list of the school systems that are used at KACPE.

System	Purpose
DeansList	Online platform that all caregivers can use to access the daily students report. It is also used by teachers and staff to send out communication via text and/or email.
PikMyKid	An app that facilitates our dismissal process. PikMyKid houses all transportation for dismissal each day. Caregivers can access PikMyKid in order to change their KIPPster's mode of transportation.
Clever	An app that students can access in order to engage with relevant academic content
Accelerated Reader	An independent reading program for 2nd-4th grade students that awards points for their ability to answer comprehension questions on books they have read

Visitor Information & Procedures

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

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

Birthdays & Celebrations

We love birthdays at KIPP Antioch! If you would like to celebrate your student's birthday. Caregivers are welcome to send in store purchased individualized food items to share with their student's homeroom (i.e. cupcakes or donuts). There should be enough items to share with all students in their homeroom to ensure all students are part of the celebration. Items that are not individualized or not individually wrapped are not acceptable. Items brought for celebration can be shared during the students' lunch time or during a non-instructional time indicated by the teacher (recess, snack, Fun Friday, etc.). The items should be consumed in the cafeteria or in the homeroom classroom only. Caregivers are welcome to help with distribution of the item purchased and may join the class for celebration during non-instructional time, but the celebration should not take from instructional minutes. If the caregiver is unable to staff to celebrate the items will be left in the front office. The operations staff will notify the homeroom teacher, and the teacher will determine the best time to distribute to the class.

Family Engagement Opportunities

KACPE welcomes and values the involvement of caregivers and families. Throughout the school year, caregivers will be given several opportunities to participate in the school community. These

opportunities will vary from formal opportunities throughout the caregiver Involvement Committee as well as opportunities for volunteering, donating, and assisting in executing school wide events. We value the contributions of our entire team and family and look forward to finding opportunities for you to engage with KACPE.

School Compact

The KACPE school compact is an agreement that families, students, and teachers develop together. It explains how families and teachers will work together to make sure all students reach grade-level standards. Meetings and events will be held each year to review the compact and make changes based on student and family feedback. The KACPE school compact will:

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

2022-23 Teacher/Staff Commitment

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

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

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

2022-23 Student Commitment

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

- I will arrive at school between 7:40-8:00 a.m. and remain at school until 3:10 p.m. every day.
- If I miss a day of school I will complete all required make up work.
- I will wear the KIPP Antioch College Prep Elementary uniform to school every day.
- I will complete my homework every night and make sure I am prepared for school the next day.
- I will follow all classroom rules and treat my teammates and teachers with respect at all times as we work to prepare for success in high school, college, and life beyond.
- I will take responsibility for my actions, be honest, and accept the consequences for my actions when necessary.
- As a member of the KIPP team and family, I will work every day to live out the KIPP Antioch College Prep Elementary values of excellence, courage, growth, and team.

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

2022-23 Caregiver Commitment

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

- I will make sure my child arrives at school between 7:40-8:00 a.m. and is picked up by 3:30 p.m. every day.
- I will make sure my child only misses school when it is unavoidable and completes all make up work on time.
- I will make sure my child wears the KIPP Antioch College Prep Elementary uniform to school every day.
- I will ensure my child completes his/her homework and make sure he/she is prepared for school the next day.
- I will take responsibility for my child's actions. I will ensure that he/she serves all consequences.
- I will support my child's teachers and all KIPP Nashville staff, and communicate honestly and respectfully with them as we prepare my child for success.
- I will attend all required caregiver meetings and conferences and return all calls from the school within 24 hours.
- I will read and respond to all communication from the school, as needed.
- I will make sure my contact information (address, phone number, and emergency contact) is accurate and update it whenever necessary.
- I will work to help my child follow the KIPP Antioch College Prep Elementary values of excellence, courage, growth, and team.

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

Handbook Acknowledgement

I understand the 2022-2023 KIPP Antioch College Prep Elementary School Student & Family Handbook is available in the front office at any time, and I have also received my own copy today. The signature below acknowledges that I have read and understood the handbook and related policies. In addition, I confirm or deny my student’s participation in the areas identified with a check mark below:

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

Student’s Name (First and Last):

Parent/Guardian Printed Name:

Parent/Guardian Signature: _____ Date:

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