

Student and Family Handbook



KIPP: PODER ACADEMY

A COLLEGE PREPARATORY MIDDLE

Dear KIPP Poder Families and Students,

Welcome to KIPP Poder Academy! We are excited to welcome our KIPPsters to the 2018 - 2019 school year as we continue our journey to and through college. At KIPP Poder Academy, we are dedicated to creating a positive learning environment with rigorous college preparatory curriculum and character education necessary so that our students grow to be successful, confident leaders in their lives, their community, and the world.

We believe that our parents, staff, and students must collaborate and work together to foster an environment in which every child can thrive. This handbook is designed to communicate the basic policies that we must follow and uphold to ensure that each child can meet the high standards we have set. I hope that this handbook will serve as a useful resource to answer many questions you may have. Please go over the policies with your child and keep this handbook as a resource so that you may refer to it as necessary.

I am looking forward to a year of growth and success!

Thank you for your confidence and support,
Nicole Winsett
School Leader
nwinsett@kippsa.org

About KIPP Poder



KIPP Poder Academy was founded in 2015 by Rachel Obermeier. We are lucky that five of our founding staff members continue to carry the torch as we build out our final grade level this year: Nikki Winsett, Emma Reciks, Amanda Jackson, Gabbie Capriles, and Christine McGuane. When choosing the school name Rachel was drawn to “poder” for its multiple meanings. In Spanish, “poder” means power/strength (noun) and to be able to (verb). “Puede” is one conjugation of poder.

“Sí se puede” is a term rooted in the struggle of working-class Latinos. It was the rallying cry of the United Farm Worker’s Union in the 1970s. Co-founders Dolores Huerta and Cesar Chavez adopted the motto during a 25-day fast in Phoenix, Arizona where they were trying to organize farm workers to demand fair wages and better working conditions. This mantra was meant to galvanize workers and inspire them. Yes, we can start a movement against all odds. Yes, we can stand up against exploitation. Yes, we can fight for fair wages and medical and pension benefits. Over the years, “Sí se puede” has also been adopted by other civil and labor rights groups involving Latinos around the country.¹

Likewise, the KIPP Poder community will be inspired and empowered to pursue a life of choice and opportunity. Yes, we can achieve great things through hard work. Yes, we can go to and through college. Yes, we can be agents of transformation within our community and beyond.

We can. We will.

Mission Statement

At KIPP Poder Academy we provide the positive learning environment, college-preparatory academics and character education essential for empowering our students to live a life of choice and opportunity.

Vision Statement

With continuous growth and reflection, KIPP Poder students are prepared to successfully and confidently lead with courage, empathy, and collaboration in their personal lives, community, and beyond.






Our #1 Goal

Our goal is that every student who is a part of KIPP Poder Academy is prepared and has the necessary academic and non-academic skills and opportunities to go to AND through college. To make this happen, we have an unwavering expectation that ALL of us will learn. Through the belief that every child is capable of achieving at high levels, students at Poder learn the benefits of a hard work ethic, demonstrating empathy, and what it means to be part of a Team and Family.

¹ <http://www.americanprogress.org/issues/race/news/2008/09/22/4950/si-se-puede/>

KIPP Poder Core Values

As we work to achieve the mission of our school, we operate around the following values as a learning community:

Value	Definition	How You Will See it at Poder
Self-Discipline 	The ability to build and maintain habits to make yourself behave in a particular way without needing anyone else to tell you what to do.	<p>Teachers prioritize time effectively to ensure all commitments and deadlines are met, advocate for their development by seeking feedback and opportunities for learning, and build routines to strengthen their efficacy.</p> <p>Students build and maintain habits for strong communication, time-management, and self-advocacy; they manage their behavior and choices to achieve short- and long-term goals.</p>
Tenacity 	The quality of being determined to do or achieve something; firmness of purpose.	<p>Teachers work a longer school day and school year to make sure they are able to support all students.</p> <p>Students are expected to complete all assignments and will be asked to stay after school and/or come in on Saturday to complete their work and get extra support.</p>
Empathy 	The feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings	<p>Teachers build strong relationship with students and listen to their perspectives. Teachers incorporate student perspective into their planning and decision-making.</p> <p>Students participate in community building circles where they listen to their teammates and share their feelings and opinions. Students participate in restorative circles where they work together as a team to repair and strengthen their relationships.</p> <p>Everyone is expected to speak respectfully to all members of our Poder Team and Family.</p>
Collaboration 	To work with another person or group in order to achieve or do something.	<p>Teachers work together as grade level teams to ensure all students know the expectations, are supported behaviorally and academically, and have fun at school! Teachers work together in content teams to ensure they are developing strong lessons for students so they are engaged and feel successful.</p> <p>Students work together in pairs and groups in all of their classes. Students work together to solve problems and make our school culture strong.</p>
Courage 	The mental or moral strength to persevere and withstand fear or difficulty.	<p>Teachers apologize when necessary. Teachers ask for help from their teammates, their students and families.</p> <p>Students stand up for what is right even when it is very difficult. Students try new and difficult things and take ownership for their actions and impact on others.</p>

Staff Commitment to Excellence

I, _____, promise to follow these KIPP Poder Academy commitments.

I will demonstrate **self-discipline** by modeling the habits that lead to long-term growth and success.

- I will arrive at KIPP Poder Academy daily by 8:00 am fully prepared to execute rigorous and engaging lessons.
- I will manage my time so that my priorities and professional obligations are met.
- I will self-advocate for my development by seeking feedback and professional development opportunities.
- I will follow through with the commitments I make to students, colleagues, and families.

I will demonstrate **tenacity** by working hard to be my best every day. This means:

- I will model a growth mindset about my potential, the potential of students, and the potential of my colleagues.
- I will be the constant, not the variable, and rebuild trust when relationships are strained.
- I will accept additional roles and responsibilities.

I will demonstrate **empathy** by listening and honoring everyone. This means:

- I will protect the safety, learning, and rights of all individuals.
- I will make myself available to students and families via phone and email by answering my phone until 7 pm Monday-Friday and responding to messages/emails within 48 hours.
- I will use circles to provide an opportunity for students to share feelings and resolve conflict.
- I will get to know all of my students, their families, and my colleagues.

I will demonstrate **collaboration** as an active member of my Team and Family. This means:

- I will attend, be prepared, and actively participate in all grade-level, content, and staff meetings.
- I will incorporate opportunities for student collaboration into my lesson plans.
- I will work WITH students and families to solve problems.
- I will keep students and families informed of academic and behavioral progress.
- I will strengthen Team and Family by encouraging family involvement in all school events.

I will demonstrate **courage** by modeling a growth mindset. This means:

- I will ask students, families, and colleagues for suggestions on how to improve.
- I will provide feedback to colleagues when others' actions do not align to our core values.
- I will apologize when necessary and work to rebuild relationships with students, families, and colleagues.
- I will take calculated risks and be vulnerable in my failures and successes.

I understand that it is a great honor and privilege to be an educator. I promise to do my very best and get better every day.

Staff Signature: _____

Student Commitment to Excellence

I, _____, promise to follow these KIPP Poder Academy commitments.

I will demonstrate **self-discipline** by developing habits and behaving correctly. This means:

- I will come to school every day on time by 8:15 am and maintain at least 97% attendance for the year. In the event that I am sick or have an appointment, I will contact a teacher or friend to get any information I missed.
- I will come to school prepared with all necessary supplies and in the correct dress code.
- I will follow all bus expectations.
- I will complete all of my assignments (classwork and homework) each day and turn them in on time.
- I will self-advocate by assessing what I need and evaluating from whom and where I can get the support I need.

I will demonstrate **tenacity** by working hard to be my best every day. This means:

- I will work hard, reflect on my work, and revise my work.
- I will view mistakes and failure as an opportunity to grow and learn (including earned consequences).
- I will model the habits of a college-bound student in my writing, speaking, and listening.
- I will take pride in my work by completing it neatly and to the best of my ability.

I will demonstrate **empathy** by listening to and respecting everyone. This means:

- I will get to know all of my teammates and let my teammates get to know me.
- I will honor and respect everyone as they are, including myself.
- I will participate in community circles by listening to all of my teammates, sharing when it is my turn, and helping to maintain a positive and supportive environment.
- I will acknowledge and try to understand the feelings of others and apologize when needed.
- I will speak respectfully to all members of our Team and Family, including substitutes and welcomed guests.

I will demonstrate **collaboration** by being an active member of my Team and Family. This means:

- I will value all of my teammates' ideas and have a positive attitude.
- I will call other students or teachers for help.
- I will actively participate in group conversations and projects.
- I will leave all parts of our building, including the classrooms, cafeteria, and bathrooms, better than I found them.

I will demonstrate **courage** by standing up for what it is right every day. This means:

- I will do what I know to be right, even when it is really hard.
- I will step out of my comfort zone and try new things.
- I will be honest and take ownership for my actions and impact on others. This includes participation in reflections, restorative practices, and earned consequences.

I understand that my choices play a big part in my journey to college and have a huge impact on those around me. I promise to do my very best and get better every day.

Student Signature: _____

Family Commitment to Excellence

I, _____, promise to follow these KIPP Poder Academy commitments.

I understand that school **attendance** is necessary for my child's success. This means:

- I will make arrangements for my child to be at school every day on time by 8:15 am and ensure s/he stays until the end of the school day.
- I will ensure that my child understands that bus transportation is a privilege, and I will support all bus expectations and consequences as necessary.
- I will inform the school if my child is going to be absent.
- I will schedule appointments and vacations during non-school time.
- I will encourage my student to participate in all KIPP Poder Academy events, after school activities, and field trips.

I will support my child on their **path to college** and make **education a priority**. This means:

- I will ensure my child has a quiet area to complete her/his homework every night.
- I will foster my child's **self-discipline** by holding her/him accountable for completing homework, managing time (with effective independent routines), and serving earned consequences.
- I will look over all graded papers, progress reports, and other letters home. I will contact a teacher if I have questions.
- I will foster my child's **self-advocacy** by encouraging my child to call her/his teachers or classmates if s/he needs help.
- I will attend all parent nights and conferences.

I will support the KIPP Poder Academy **school culture**. This means:

- I will learn and promote systems and procedures of KIPP Poder Academy.
- I will support and respect all KIPP Poder Team and Family.
- I will follow the procedures for communicating with staff members regarding concerns and questions I have.
- I will try my best to participate in school improvement through volunteering time, expertise, resources and/or leadership.
- I will maintain the expectation that my child will go to college in the future.
- I will download and regularly check Liveschool, the School Flyer App, and Parent Portal to stay informed about my child's academic and behavior progress and school events.

I understand that I play an important role in my child's success and in the success of our school.

Parent/Guardian Signature: _____

Section I: Academics

Academic Programming

School Day Times

First Week (Aug 7 - 10)	Tuesday – Friday	8:15 am – 3:15 pm
Fall and Spring Semester	Monday, Tuesday, Thursday, Friday	8:15 am – 4:45 pm
Fall and Spring Semester	Wednesday	8:15 am – 3:15 pm
Saturday School	Scheduled Saturdays	Times to be determined

- Students may not be dropped off at school before 7:30. Adult supervision at school begins at 7:30 am in the cafeteria. Any student dropped off before 7:30 am must wait in the courtyard for school staff to arrive.
- Students arriving after 7:45 am and before 8:00 am must report directly to the cafeteria. Students in Upper School (7th and 8th grade) may transition to their advisory class inside the main building beginning at 8 am.
- Breakfast is served from 7:45 am-8:10 am.
- Students should come to school knowing how they are getting home in the afternoon. Please discuss this with your child before they leave the house or when you drop them off to ensure they know how they are getting home. If a student is frequently confused about afternoon transportation, we will schedule a meeting between the school and family to develop a plan to help the student.
- Afternoon pick-up is at 4:45 pm.
- The school closes at 5:45 pm. After that time we cannot guarantee adult supervision. Any students who have not been picked up will be asked to wait in the courtyard. At this time we will close the gate to the main parking lot. There is a walkway through which students will be able to exit once their transportation arrives.
- We expect that every attempt will be made to schedule doctor appointments outside of school hours. It is important that students are in school the entire day. Students who frequently miss (more than once a month) classes because they have been picked up early might be asked to make-up school time during Academic Lunch Detention, after school, or on a Saturday.

Staff Contact Information

We believe that the staff members most capable of addressing questions and concerns regarding academic and behavioral concerns are the student’s teachers, which is why the first point of contact for all academic and behavioral concerns are your student’s teachers. If you have a question or concern related to a particular class or teacher, contact that teacher first. The second point of contact (if you believe the concern has not been adequately addressed) is the Grade Level Chair. School administrators become involved only after every attempt to address the question or concern with the teachers has been made.

Position	Name	Email
5 th Writing	Rosa Torres	rtorres@kippsa.org
5 th Reading	Sasha Tatum	statum@kippsa.org
5 th Math (Grade Level Chair)	Gabbie Capriles	gcapriles@kippsa.org
5 th Science	Matthew Mignogna	mmignogna@kippsa.org
6 th Writing (Grade Level Chair)	Lisa Rivera	lrivera@kippsa.org
6 th Reading	Quentina Dunbar	qdunbar@kippsa.org
6 th Math	Charles Deleon	cdeleon@kippsa.org
6 th Science	Rubner Sobalvarro	rsobalvarro@kippsa.org
7 th Writing	Belinda Munoz	bmunoz@kippsa.org
7 th Reading	Daneiry Veloz	dveloz@kippsa.org
7 th Math	Claudia Cardenas	ccardenas@kippsa.org

7 th Science	Jesse Lopez	jlopez@kippsa.org
8th Social Studies	David Bullis	dbullis@kippsa.org
8th Reading	Yue Yuan	yyuan@kippsa.org
8th Math	Aramar Cuevas	acuevas@kippsa.org
8th Science (Grade Level Chair)	Shannon McGeary	smcgeary@kippsa.org
Music	Nina McGuane	nmcguane@kippsa.org
Art	Tommy Hopkins	thopkins@kippsa.org
Mexican-American Studies/Journalism	Patrick Enriquez	penriquez@kippsa.org
Physical Education	Anthony Gross	agross@kippsa.org
Physical Education	Justin Harts	jharts@kippsa.org
Reading Interventionist	Yolanda Molina	ymolina@kippsa.org
ESL Coordinator	Christine McGuane	cmcguane@kippsa.org
Special Education Coordinator	Tammy Drake	t Drake@kippsa.org
SPED Teacher	Jasmine Graham	jgraham@kippsa.org
SPED Teacher	Jennifer Rodriguez	jrodriguez2@kippsa.org
Paraprofessional	Erika Hernandez	ehernandez@kippsa.org
Paraprofessional	Laveda Anthony	lanthony@kippsa.org
Dean of Culture	Jonathan Estrada	jestrada@kippsa.org
Counselor	Anaissa Martinez	amartinez@kippsa.org
Assistant School Leader-Academics	Emma Reicks	ereicks@kippsa.org
Assistant School Leader-Academics	Andrew Diaz	adiaz@kippsa.org
School Leader	Nicole Winsett	nwinsett@kippsa.org
Assistant School Leader-Operations	Amanda Jackson	ajackson@kippsa.org
Family and Community Coordinator	Alexis Munoz	amunoz@kippsa.org
Registrar	Anna Ybarra	aybarra@kippsa.org
Receptionist	Lorraine Robles	lrobles@kippsa.org
Nurse	Susan Gomez	sgomez@kippsa.org
Custodian	Francisco Vela	fvela@kippsa.org
Food Services Manager	Irma Hernandez	ihernandez@kippsa.org

Attendance

See KIPP Texas Public Schools Student and Family Handbook for more on district policies.

In order to achieve our goal of every student to and through college, we have to use every minute we have together in school to learn and grow. Being at school every day for the entire day is a very important part of both your academic achievement and your relationships with your Team and Family.

KIPP Poder Academy students must be in class by 8:15 am every day (Mon. – Fri.) and remain at school until 4:45 pm Monday through Friday, except Wednesday when the release time is 3:15 pm.

- Our school budget is set with the expectation of 97% average daily attendance. To achieve this goal, each student must not be absent more than 5 times per year. Every day that a student is absent, we lose approximately \$44 in funding. That \$44 could pay for 4 new books for the library or for 4 students to go on a field trip.
- Please call the school office in the morning or fill out the form via the School Flyer App if your child is ill and cannot attend school.
- All KIPP Texas - San Antonio schools use multiple systems to reach out to parents/guardians of absent students. This includes but is not limited to automated phone calls, SMS/text messages and personal phone calls.
- Each campus has an Attendance Committee that reviews records and will notify families of excessive absence through phone calls, in-person meetings, personalized letters, and home visits (when needed). These systems will be used to ensure parents/guardians are aware of the student's attendance record.
- Students below 95% attendance for the year will not be eligible for their grade-level end of year field trip.

Tardiness

Students should be on time to school and to every class. Any student arriving after 8:20 am must be signed in at the office to receive a tardy slip that notifies the teacher they have been accounted for. Students must be in their seats at the start of each class. If a student arrives late to class, they must produce a hall pass explaining why they are late. All late arrivals to class will be documented in Liveschool and will result in lunch detention. Students who are chronically tardy to class may be placed on an behavior plan to support getting to class on time.

Early Pick-Up

We use every minute of the day for rigorous instruction, intentional academic and behavioral interventions, and enrichment opportunities. Students are expected to be in school for the entire school day. Early pick-ups will be recorded in LiveSchool, but will not earn students a demerit. The Attendance Committee will review data on chronic early pick-ups and will notify families of excessive early pick-ups through phone calls, in-person meetings, personalized letters, and individual intervention plans. These systems will be used to ensure parents/guardians are aware of the impact of the student frequently missing class when pick-up early.

Special Curriculum Programs

- All KIPP Texas - San Antonio schools provide academic programs for English Learners (EL) according to state and federal guidelines. This includes, but is not limited to, specific course assignment, targeted instruction, and support services.
- When applicable, KIPP Texas - San Antonio schools incorporate CTE programing in accordance with state guidelines. This includes, but is not limited to, computer-based courses and activities and career planning activities.

- All KIPP Texas - San Antonio schools participate in school-side programs in regards to Title I funding. Therefore all Title I participants benefit from academic and other programs implemented across the school, including tutoring, intervention, and enrichment.
- At any time parents/guardians have the right to request an evaluation of their child to ensure appropriate academic programming is in place. All KIPP Texas - San Antonio schools honor parent/guardian rights for information, requests, and access to information.

Homework

Students are given approximately 60-75 minutes of homework each day. All homework assignments are written in students' planners. Possession of planners is checked every morning in advisory as part of Materials Check. Students with incomplete homework assignments will be assigned Academic Lunch Detention to complete the assignment and assigned a demerit in Liveschool.

Make-Up Work

Students must complete all missed work. It is the student's responsibility to consult with each of her/his teachers to make sure s/he is aware of and understands all assignments. Teachers will pull students during Academic Lunch Detention on the day the student returns from being out to provide make-up work for her/his classes. Students who are chronically absent can be pulled by Grade Level Chair or an administrator during recess or "specials" classes to complete core content work. The time allowed to complete this work is one day for every day that the student was absent. For example, if a student is absent for one day on a Monday, then s/he will have one day to make up any missed work after receiving the work in Academic Lunch Detention on Tuesday. All work in this case should be submitted on Wednesday.

Cheating/Plagiarism

Cheating is a serious offense. If a student copies another student's work or if a student gives another student her/his work, it is considered cheating. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. If found to be cheating/plagiarizing, students will be asked to re-do the assignment and will be assigned 3 demerits in LiveSchool. Students may be asked to re-do assignments under adult supervision during detention, after school, or on a Saturday, depending on the length and weight of the assignment.

Progress Reports

Progress reports are *not* part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians about how students are doing throughout a grading cycle. Progress reports will be sent home with students once every three weeks to keep families informed of their student's overall progress in their classes. The progress report will list the overall grades for the student in each class. Families are required to acknowledge they have received the progress report for their student, and students will earn a demerit for unsigned progress reports in LiveSchool under "Materials Check."

Grading Policy

KIPP Poder Academy teachers use an online gradebook. Families will have access to the Parent Portal to look at their student's grades at any time throughout the year. We use a traditional letter/number grading scale:

90 – 100 = A

80 – 89 = B

75 – 79 = C

70 – 74 = D

60 – 69 = F

At KIPP Poder we use standards based grading. This means that students are only graded on what they can do independently in school. Students do not earn grades for participation or based on completion of assignments.

Parents are sent a progress report every third week of each nine-week period to inform them of their child’s progress. Students will receive 4 report cards throughout the school year at the end of each quarter.

Report Card Nights

Parents/guardians are required to come to school during Report Card Nights each quarter to pick up their child’s report card. During Report Card night, families will have the opportunity to set up a meeting to discuss the progress of their child with the child’s advisor and/or other teachers. Families will also problem-solve with the help of teachers to determine strategies to maximize the performance of their child.

Promotion to the Next Grade

At KIPP Poder Academy we use multiple sources of data to determine promotion to the next grade:

1. Attendance
2. Grades in classes
3. MAP data (shows academic growth)
4. State testing results (STAAR)
5. Behavioral data (suspensions, LiveSchool)
6. Input from teachers
7. Input from the family

According to Texas Education Agency (TEA) guidelines, students in the fifth and eighth grades are required to pass the reading and math sections of the State of Texas Assessment of Academic Readiness (STAAR) in order to be promoted to the next grade level.

If a student does not pass the reading and math STAAR in the fifth or eighth grade, a Grade Placement Meeting will be held to determine if the student should be promoted or retained. If the committee is unanimous that the student should be promoted, the student will be promoted. If the committee is not unanimous, the student will be retained.

Classes

Grade	Academic Classes	Intervention and Enrichment
5th and 6th	Advisory Reading Writing Math Science Music (1 semester) Art (1 semester) PE	Advisory: During advisory we do materials checks, relationship building and current events. Tenacious Time: All students have 45 minutes of additional academic support 4 times a week. For most students this is an extra 45 minutes in each of their core content classes. This might also include reading intervention, English language instruction, dyslexia services, or other academic interventions.
7th	Advisory Reading Writing	

	<p>Math Science PE</p> <p>1 elective: Mexican-American Studies Choir Percussion Ensemble Painting</p>	<p>FLEX: Students have 45 minutes of student club time once a week. Students select their FLEX class during Summer Engagement Events. Not all students get their top choice. .</p>
8th	<p>Advisory Reading Math (Algebra 1) Science Social Studies PE</p> <p>1 elective: Journalism Choir Percussion Ensemble Painting</p>	

Section II: Health and Safety

See KIPP Texas Public Schools Student and Family Handbook for more on Health and Safety.

Illness During School Hours

When a student becomes ill during the school day the staff will offer access to an alternate setting (clinic or other separate space), contact our School Nurse for assessment, and notify the parent. In some cases students will be encouraged to return to class with continued monitoring or the nurse may deem it appropriate for the child to be picked up and/or to seek medical attention. All communication will be coordinated with the school, the nurse, and the parent/guardian. **Students are not permitted to call or text their parents directly from their personal phones when sick.** If your student is sick you will receive a phone from a school staff member.

It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If the person picking up child is not the parent/legal guardian of the child, they must be a) listed on the pick-up list, b) present valid identification and c) be 18 years or older.

School Closing

When weather or another emergency makes it necessary to close schools, information on school closings will be broadcast on late night or early morning radio and television, and via robo calls, text, email, and/or the School Flyer Application.

Fire Drills/Lock Downs/Natural Disasters

Posted in every room is a map detailing the required evacuation protocol. Students are to silently follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must not stop at the restrooms or other areas in the building. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure jeopardizes the safety of the school and will face consequences including possible suspension. The school will practice a fire drill each month and lock down drill multiple times each year. .

Food Services

- According to food service regulations, the public school breakfast and lunch provided are healthy and well-balanced. All students receive this breakfast for free and your child may purchase this lunch unless we receive specific dietary restrictions from a parent or doctor.
- In order to be eligible for school lunch, all families must fill out a federal free/reduced lunch form.
- Knowing that students are not always satisfied with the lunch they are provided, we strongly encourage you to pack their own healthy lunch if possible. The school, however, is unable to assume responsibility for refrigerating and/or heating lunch items brought from home.
- **Sharing of food is prohibited for safety reasons.**
- Please inform the school if your child has any food allergies. All KIPP Texas - San Antonio families will be asked to submit food allergy information through the school office (separate form) in accordance with regulations.
- Students are permitted to bring individual serving sizes of all foods. If a student brings an item that is larger than one serving size, we will help the student portion the item to one serving size and we will hold the remaining food until the end of the day.

- We encourage all students to bring water bottles to school and to drink water throughout the day. While water is the recommended beverage at all times, students are allowed to bring a different beverage to consume during breakfast or lunch. Students must dispose of the beverage before leaving the cafeteria or put it in their backpacks or lunch boxes if the container is able to be resealed. Students who have beverages other than water outside the cafeteria will be asked to throw them away.
- Students will no longer receive a healthy snack provided by the school during the school day. Students may bring a snack to school that may be eaten during instruction between 3:00 - 3:15 pm on Mondays, Tuesdays, Thursdays, and Fridays. Items that are not permitted as snacks are chips, cookies, cakes, and candy. If a student has one of these prohibited items at snack time, teachers will ask them to either put it away or throw it away. If they refuse, they will earn a demerit. If an adult deems the snack item to be messy or disruptive to instruction, s/he has the right to ask the student to put it away or throw it away.
- Students and families are not permitted to bring food and/or drinks to class for birthday celebrations.

Section III: Parental/Guardian Rights and Responsibilities

Family Involvement

We believe that we are better together, and that as a Team and Family we can accomplish great things. Our Team and Family very much includes our KIPP Poder families. It is our hope that all families will have opportunities to be very involved in their child’s education and in school events.

Frequently Asked Questions	Suggestions
How can I stay up-to-date on my child’s academic progress?	<ol style="list-style-type: none"> 1. Review progress reports (sent home every three/four weeks) 2. Log in to the Parent Portal to see cumulative grades. Grades will be up-to-date every Monday morning. 3. Ask your student! What are they learning in school? How do they think they are doing? 4. Call or message their teachers on the School Flyer Application. 5. Review graded work.
How can I stay up-to-date on my child’s behavior at school?	<ol style="list-style-type: none"> 1. Every family will be able to log into Liveschool to see information regarding your student’s behavior at school. 2. We will send home behavior reports every week for you to review. 3. Please call the school or contact a specific teacher if you are not receiving the information you need or if you have any questions.
I have an awesome idea for the school. Who do I contact?	<ol style="list-style-type: none"> 1. Attend a KPO meeting and speak directly to the KIPP Parent Organization. 2. Contact the Family and Community Coordinator at 210-888-6513.
How can I get involved with the Campus Improvement Plan?	<ol style="list-style-type: none"> 1. Attend a KPO meeting to learn more about the process. 2. Contact the Family and Community Coordinator at 210-888-6513.

Visitor Procedure

All KIPP Texas - San Antonio schools welcome visitors to the campus during school hours. We request that whenever possible visitors call ahead and schedule an appointment to ensure immediate service. Visitors who arrive on campus are required to check in at the Main Office and will be asked to show a valid picture ID and sign in. If an appointment is not scheduled and you wish to speak to an administrator, visitors may be required to stay in the office until a staff member is available to assist.

Parent Portal

Parents will have access to parent portal and can access student grades at any time. Teachers update grades at least once a week by Monday at 5:00 pm.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement regarding the school, the first point of contact should be the advisory teacher for general matters. Our hope is that a conversation with the child's advisory teacher leads to a resolution regarding the disagreement through informal discussion. The same process should be followed if there is a concern regarding a specific teacher or class. If there is no resolution to the problem, the parent/guardian should then contact the appropriate grade level chair. If further assistance is needed, an administrator will mediate the problem with all parties involved.

Parent Rights and Responsibilities

At KIPP Poder Academy, parents/guardians can seek information and/or support for the following programs:

- Title IX – Coordinator (Anthony Gross)
- ADA/Section 504 – Coordinator (Tammy Drake)
- Age Discrimination Act Coordinator (Alexis Munoz)

In addition, all KIPP Texas - San Antonio parents/guardians have the right to excuse your child from the Pledge of Allegiance, moment of silence, recitation of the Declaration on Independence, and USDE surveys and activities. Families should contact the school's Main Office to express interest in discussing or executing these exclusions.

FERPA Confidentiality Notice:

All KIPP Texas - San Antonio students are eligible under the Family Educational Rights and Policy Act (FERPA). This law provides all students and parent/guardians the right to inspect and review his/her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint regarding an alleged failure by a school to comply with FERPA. When seeking access to records, students and parents/guardians can contact a school official (School Leaders, Assistant School Leaders, Assistant School Leader of Operations and Campus Registrars) and will be allowed access to records when there is a legitimate educational interest (a school official will help determine if there is a valid reason to access the records).

Additional Information

All KIPP Texas - San Antonio parents/guardians have the right to excuse your child from the Pledge of Allegiance, moment of silence, recitation of the Declaration on Independence, and USDE Surveys and activities. Families should contact the school's Main Office to express interest in discussing or executing these exclusions.

Section IV: School Culture and Student Code of Conduct

KIPPster Expectations at KIPP Poder

We use an online platform called Liveschool to track student behavior. Families will have the opportunity to sign up for access to their students’ Liveschool account both online and on an application that can be downloaded on iOS and android devices.

Liveschool helps us track behaviors that meet our KIPPster expectations and those that do not. The purpose of tracking this information is to have concrete data to discuss with students and families so that we can work together to improve.

Students earn merits for demonstrating KIPP Poder’s core values. Students earn demerits for behaviors that do not meet an expectation and are not aligned to our core values. Students do not lose merits for demerits earned. Merits can be used for incentives and demerits are used as data to discuss how they can improve. Data for demerits is also used to determine consequences, such as detention.

Live School Rubric

Liveschool Category		Point Value	Description	Purpose
Self-Discipline	a. Bathroom Escort	-2	Students lose hall pass and need to use the restroom in an emergency during class.	Students need to build habits now that will help them be successful on the path to and through college. Building habits helps students self-advocate for what they need and transfers responsibility and ownership to students around meeting basic expectations.
	b. Cell Phone	-1	Students using or found in possession of cell phone.	
	c. Cheating	-3	Students being academically dishonest.	
	d. Dress Code	+1/-1	Students complying with dress code and KIPP outerwear or students out of dress code.	
	e. First/Last Five	+1/-1	Students following or not following the First and Last Five class procedures.	
	f. Gum	-1	Students chewing or in possession of gum.	
	g. Inappropriate Language	-3	Students using profanity , vulgar, or unacceptable language.	

	h. Inappropriate Physical Contact	-3	Students putting their hands, legs, or other objects on others inappropriately.	
	i. Incomplete Classwork	-1	Students not completing all assigned classwork.	
	j. Late to Class	-3	Students entering class after the bell (Upper School) or without their college (Lower School).	
	k. Materials Check	+1/-1	Students having all materials or missing materials (pencil, planner, independent reading book, crucial carpeta).	
	l. Missing Materials- Cannot Buy	-1	Students not having enough LiveSchool points to buy a missing pencil or planner.	
	m. Not Following Directions	-1	Students not following directions the first time.	
	n. Picked Up Early	0	Students picked up before dismissal.	
	o. Public Display of Affection	-3	Students engaging in physical intimacy with others, including kissing, excessive hugging, etc.	
	p. Talking During Instruction	-1	Students talking while the teacher or a peer is speaking.	
	q. Throwing Objects at Someone	-3	Students throwing any object at a person.	
	r. Throwing Objects- Minor	-1	Students throwing any object.	
Tenacity	a. College Ready Work	+2	Students completing work neatly, meeting all the Criteria for Success, and putting their best effort into an assignment.	To ensure that all out students are on a path to and through college,

	b. College Ready Behavior	+2	Students tracking the speaker, consistently following directions, having a sense of urgency, and actively participating.	we must hold students to a high bar academically. When we don't meet the bar, we must still believe we can get there and we willing to go back and try again.
	c. Growth Mindset	+2	Students trying their hardest and never giving up.	
	d. Revised Work	+2	Students revising work that did not meet expectations.	
Empathy	a. Apologized for Wrongdoing	+2	Students taking the first step in repairing a relationship with another Team and Family member.	As a Team and Family we all have something valuable to contribute to our community. It is important that every person feel safe, comfortable and valued in order to work their hardest and learn the most.
	b. Kindness Towards Others	+2/-2	Students treating all members of our Team and Family with respect through their body language, attitude and words.	
Collaboration	a. Helping Others	+2	Students helping other complete tasks or supporting in other ways.	As a Team and Family, we are better together. We work with one another because two minds is greater than one, and we help out each other because we care about everyone's success. We keep our school clean and orderly so that we can all learn.
	b. Leave a Place Better	+2/-2	Students cleaning up all spaces on campus, including the cafeteria during meals.	
	c. Teamwork	+2	Students working together.	
Courage	a. Dishonesty	-2	Students lying or not telling the full truth.	We have to work as a Team and Family to

	b. Standing Up for What is Right	+2	Students speaking up about negative behaviors, including telling a teacher if needed, and taking ownership for their own actions.	ensure our school is the best it can be. We need students to be actively involved in making sure we are all being great KIPPsters in order for that to happen.
	c. Taking a Risk	+2	Students trying new things, even when scared or it may be difficult.	

Tiered Behavior Interventions and Consequences

Tier I (All Students)	Tier II (Increased Support & Intervention)	Tier III (Highest Level of Support)
<ul style="list-style-type: none"> ● Culture Lessons Students learn the school and classroom expectations in every class during the first week of school. Students have opportunities to ask questions and practice the expectations repeatedly. ● Podar Open House Students and families are invited to learn about the expectations, ask questions, and receive a school handbook. The handbook can also be accessed online at kippsa.org. ● LiveSchool Online Platform Students and families can access their personal account with their individualized code to monitor behavior and receive alerts. Advisory teachers and the FCC can help access personal codes. ● LiveSchool Reports and Incentives Advisory teachers hand out weekly behavior reports on Tuesdays that they reflect on each week. Students also can buy incentives with their LiveSchool points. ● Community Building Circles At least two times per week students engage in relationship building with their peers in their morning advisory class. ● Reminders, Seat Changes, & Private Conversations During class teachers intervene to stop minor misbehaviors and 	<ul style="list-style-type: none"> ● Family Phone Calls and Meetings Teachers, grade-level teams, and administrators will meet with families to determine ways to partner to support better behavior at school. ● After School Detention Students who earn 6 or more demerits in a day must serve after school detention the following day with an administrator. For 7th and 8th grade students who earn two lunch detentions in any 24-hour period, s/he will serve after school detention the following day with an administrator. This is in addition to the Tier I interventions, including lunch detention if s/he earned 3 demerits before lunch during the day. For any student who earns a third after school detention in a 1 week period, s/he will be in ISS the following day instead of after school detention again. ● Removal of Privileges Some (not all) privileges that can be removed: field trip eligibility, sports team participation, Zest Fest/assembly participation, Flex participation, etc. ● Restorative Circles Students can be asked to participate in or can request circles led by the Counselor to solve peer-to-peer conflicts or adult-to-student conflicts. ● Community Service Depending on the severity of the offense, students who vandalize or destroy school property may be given the option to pay for the damages and/or complete community service hours. ● Counselor Referrals 	<ul style="list-style-type: none"> ● Behavior Incentive Plans Grade level teams will target 1-2 specific behaviors for a student to focus on throughout the school day. Grade level chairs will track and monitor student progress towards the goals and offer an incentive when the goal is met. ● Social-Emotional Learning Students will be recommended for specific classes facilitated by staff members or community professionals related to their social emotional well-being such as anger management, healthy relationships, positive actions, and Girls Inc. ● Family Member Shadow Family members will be asked to shadow their student while at school to observe behaviors and help intervene so that the student is not removed from class and missing instruction. ● In-School Suspension Students who have more than one administrator intervention (Tier II) OR who earn 10 or more demerits in a given school day will be in ISS the following day. ● Behavior Modification Plan An administrator will create a behavior contract with a student that will allow her/him to earn back privileges. ● Out-of-School Suspension Students who commit offenses outlined in the handbook as automatic

<p>disruptions before they escalate.</p> <ul style="list-style-type: none"> ● Restorative Chats Staff members may use the five restorative questions to determine what harm has occurred and what commitments can be made to repair the harm. ● Lunch Detention Students who earn 3 or more demerits during classes before lunch serve lunch detention with an administrator. ● Advisory Detention Students who earn 3 or more demerits after lunch attend advisory detention the next morning with an administrator. 	<p>Students and teachers can ask to be referred to the school counselor to schedule a one-on-one meeting. The counselor can also connect students and families with community resources.</p> <ul style="list-style-type: none"> ● College Changes In instances where specific student dynamics are causing disruption to the learning environment, students may change classes for a fresh start. ● Administrator Intervention An administrator will remove a student from class if her/his behavior is so disruptive to the learning environment that the teacher deems s/he is no longer able to provide instruction or the classroom has become unsafe. 	<p>suspensions OR who have earned a third day of ISS in a two week period will have OSS instead of ISS on the following day.</p> <ul style="list-style-type: none"> ● Restorative Projects Students who commit serious offenses may be required to complete a restorative project. Projects may include, but not limited to, presentations, essays, readings, etc. ● Discipline Hearing When a student has reached multiple days of out-of-school suspension for failing to meet behavioral expectations despite numerous interventions, a discipline hearing may occur at the recommendation of the school. During this meeting a district representative, a school administrator and parent/guardian will discuss further consequences, including the possibility of expulsion.
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Note about LiveSchool Demerit System

The demerit system is a tiered system, meaning that consequences are **added** (not replaced) as students accumulate more demerits.

- If a student earns 3 or more demerits before lunch, s/he will serve lunch detention.
- If a lower school student earns 3 or more demerits after lunch, s/he will serve recess detention.
- If an upper school student earns 3 demerits after lunch and 3 demerits the following day before lunch, s/he will serve the lunch detention AND after school detention the following day.
- If a student earns 6 or more demerits in 1 school day, s/he will serve the lunch/morning detention AND after school detention the following day.
- If a student earns 10 or more demerits in 1 school day, s/he will serve lunch detention if 3 or more is earned before lunch, ISS the following day, AND after school detention the following day.

Detention Schedule

Detention		Monday	Tuesday	Wednesday	Thursday	Friday
Recess	5th	9:30-9:50	9:30-9:50	NONE	9:30-9:50	9:30-9:50
	6th	12:15-12:35	12:15-12:35	NONE	12:15-12:35	12:15-12:35
Lunch	5th	11:09-11:34	11:09-11:34	11:09-11:34	11:09-11:34	11:09-11:34
	6th	11:51-12:16	11:51-12:16	11:51-12:16	11:51-12:16	11:51-12:16
	7th	11:01-11:28	11:01-11:28	11:01-11:28	11:01-11:28	11:01-11:28
	8th	12:00-12:27	12:00-12:27	12:00-12:27	12:00-12:27	12:00-12:27
After School		4:45-6:00	4:45-6:00	NONE	4:45-6:00	4:45-6:00

Communication to Families Regarding Discipline

Tier I (All Students)	Tier II (Increased Support & Intervention)	Tier III (Highest Level of Support)
<p>School to Families</p> <ul style="list-style-type: none"> Families will be notified via the LiveSchool application and weekly LiveSchool reports about demerits received. Families are expected to check the LiveSchool application to see the number of demerits students are earning in a given day that may require their child to attend lunch detention or advisory reflection. <p>Families to the School</p> <ul style="list-style-type: none"> Families who need 	<p>School to Families</p> <ul style="list-style-type: none"> Families will be notified by phone or text to alert them of the following interventions: parent meetings, removal of privileges, restorative circles, counselor referrals, college changes, and administrator interventions. Families will receive a written letter sent home with their student and a call via School Messenger if their student must serve after school detention. Please ensure the school number is not blocked to receive the notifications. 	<p>School to Families</p> <ul style="list-style-type: none"> Families will be notified by phone or text and will receive a written letter sent home with their student for Tier III interventions. The school will set up a family meeting for all students who receive Out-of-School Suspension, which is required before the student can return to class. <p>Families to the School</p> <ul style="list-style-type: none"> Families should contact the Dean of Culture with questions or concerns regarding Tier III interventions.

<p>support accessing the LiveSchool application or their access code should reach out to their child’s advisory teacher or the Family Community Coordinator.</p> <ul style="list-style-type: none"> Families should reach out to specific teachers regarding documented behaviors in LiveSchool. 	<p>Families to the School</p> <ul style="list-style-type: none"> Families should contact the Grade Level Chair with questions regarding Tier II interventions. 	
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Incentives for LiveSchool Points

Incentive	Description
Friday Free Dress	Thursday mornings during breakfast in the cafeteria
Tiger Tienda Store	Students who earn zero demerits in a week may visit the Tiger Tienda on Wednesdays during lunch to buy a variety of items.
Zest Fest Raffle Tickets	Students can purchase raffle tickets the day before their grade level Zest Fest during advisory.
Grade Level Specific Incentives	Each grade will decide on specific incentives for their respective grade levels.

Tiger Tienda

At KIPP Poder Academy students can use their LiveSchool points to purchase a variety of items at the Tiger Tienda.

Tiger Tienda					
Purpose	How Students Qualify	How Students Earn Merits	Tiger Tienda Hours	Store Items	Frequent Visits
The purpose of the store is to incentivize students for their good behavior and create a positive school culture environment.	Students qualify by having zero demerits on their LiveSchool paycheck for the week prior from Friday-Friday. The student will receive a Tiger Tienda Pass during Tuesday Advisory, a time	<p>Students can earn merits by exemplifying our four core values on campus:</p> <ul style="list-style-type: none"> self-discipline empathy collaboration tenacity courage 	<p>The store is open on Wednesdays during grade level lunches.</p> <p><u>5th</u> 11:09-11:34 <u>6th</u> 11:51-12:16 <u>7th</u> 11:01-11:28 <u>8th</u> 12:00-12:27</p>	Items in the past have included pencils, lab kits, gift cards to movie theaters, Chick-fil-a, and electronic tablets.	Students who present their Tiger Tienda Pass 10 times will be entered into a drawing for an even BIGGER prize.

	designated for students to reflect on their behavior for the week.				
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Restorative Discipline and Restorative Practices

Basic Principles

Restorative Discipline is a philosophy that addresses harm and how to repair it. It is a holistic response that focuses on healing for both those that have been harmed and those who caused harm, as well as the community.

Restorative Discipline is founded on the belief that when someone violates a rule, it is also a violation of the relationships we have with one another. As a result, justice is best served when those who committed the violation come together with those who were affected, including members of the community, to address the harm caused.

Goals of Restorative Discipline

Build Accountability		Skill Development		Increases Safety
Referred Student	School Community	Referred Student	School Community	All
Understand the impact of their actions on others.	Attend to the needs of the person(s) harmed and the referred student.	Strengthen peaceful problem-solving skills.	Communication between referred student and staff.	A timely response to the violation decreases the likelihood that the issue will escalate.
Take responsibility for actions to those harmed.	Encourage the promotion and inclusion of all students.	Increase communication and critical thinking.	Demonstrate a positive model of problem solving and conflict resolution.	Reassertion of community expectations.
Actively involved in repairing the harm.	Identify and address underlying school conditions.	Increase communication and critical thinking.	Demonstrate a positive model of problem solving and conflict resolution.	Stresses individual and community stake in school safety.

Opportunities with Restorative Discipline

Opportunity		
The Person Harmed	Referred Student	School Community
Direct involvement in the action taken.	Give back to the school through a community service.	Approach discipline issues as an opportunity for students to learn.

Share their feelings about the incident and to have questions answered.	Repair the relationship with the person harmed.	Spend less time settling disputes among students.
Voice opinions on how to best repair the harm.	Feel reconnected to the school.	Reduce tension between staff and students.
Experience a process to feel safe, reassured, and validated.	Turn a negative act into a positive achievement.	Strengthen sense of the school as a community.

Shift in Mindset

Punitive (Traditional) Discipline	Restorative Discipline
<ul style="list-style-type: none"> ● Misbehavior is a violation of the rules and authority ● Violations create guilt ● Justice requires school authority to determine blame (guilt) and import punishment <p>Central Focus: Those who misbehave get what they deserve.</p>	<ul style="list-style-type: none"> ● Misbehavior is a violation of people and relationships ● Violations create obligations ● Justice involves persons harmed, referred students and school community members in an effort to repair the harm <p>Central Focus: Misbehaved student is accountable to the needs of the harmed person, and works to repair the harm.</p>

Restorative Practices at Poder

Description	When To Use	Who Participates
Talking Circles (Advisory)	<ul style="list-style-type: none"> ● To strengthen relationships and sense of community in the classroom ● Check in and check out at the start/end of the class and/or the start/end of the week. ● TO talk about a topic with multiple opinions ● To make a group decision by consensus ● To discuss a difficult topic 	<ul style="list-style-type: none"> ● Whole classrooms ● Teams ● After-school clubs ● Advisories ● Students in in-school suspension ● Staff and/or parents
Restorative Dialogue	<ul style="list-style-type: none"> ● In response to a behavior that is causing a negative impact on the student or others ● In some situations, it may resolve the issue before it escalates to a discipline referral 	<ul style="list-style-type: none"> ● Staff member and student or small group of students- one on one
Peer Mediation	<ul style="list-style-type: none"> ● In response to rumors, 	<ul style="list-style-type: none"> ● Trained peer mediators

	<p>threats, minor fights, name-calling, etc.</p> <ul style="list-style-type: none"> • Can be held as often as possible based on student and staff capacity • Referrals can come from the discipline office, counselors, students and teachers 	<ul style="list-style-type: none"> • Staff advisors • Two or more referred students in a conflict
Peace/Healing Circles	<ul style="list-style-type: none"> • After a fight or other major incident has occurred • Can involve members of the school community who were affected such as teachers, counselors, etc. • Can occur when a student returns from suspension 	<ul style="list-style-type: none"> • Circle Keeper • Those most closely involved
Family Group Conferencing	<ul style="list-style-type: none"> • Affected parties discuss serious harm/conflict to determine needs for repair/healing • Involves family members and/or members of the school community who were affected such as teachers, counselors, etc. • Can occur when a student returns from suspension 	<ul style="list-style-type: none"> • Dean of Culture • Family members of those most closely involved • Scribe (to take notes on needs, ideas, and plan)

Restorative Programs

At KIPP Poder Academy we have partnered with community organizations to provide our KIPPsters with access to restorative programs in the community, such as Positive Actions, Girls Inc., Healthy Relationships, and Anger Management. These programs focus on the social-emotional needs of the individual student and provide them with tools and coping strategies to foster a positive self-identify and healthy relationships. Teachers and administrators can submit a referral for students who may benefit from these services; parents may also request these services for their student by contacting the front office.

Restorative Programs at KIPP Poder	
Program	Overview
Positive Actions	“Positive Actions (PA) is a school-based program that focuses on social and character development, supporting skills, and the attitudes of children and adolescents from grades K – 12. The program’s goal is to promote positive action (intellectual, physical, emotional

	development), prevent substance abuse and problematic behavior, and enhance school performance.”
Girls Inc.	“Girls Inc. of San Antonio is an affiliate of the national Girls Incorporated organization that was established locally in November 2004. The program’s mission is to inspire all girls to be strong, smart, and bold. Girls Inc. of San Antonio helps girls ages 6 to 18 overcome barriers that prohibit them from achieving their personal, educational, and career goals.”
Healthy Relationships	“The purpose of this curriculum is to strengthen youth by incorporating the 40 Developmental Assets that give youth positive qualities, skills, experiences, and opportunities that are crucial in the development of young people. Sessions include a focus on interpersonal violence, gender inequality, deconstructing media messages, the role of bystanders, practicing bystander skills, and inspiring community change.”
Anger Management	“The goal of anger management is to reduce both emotional feelings and the physiological arousal that anger causes. Learning to control anger and express it appropriately help students build better relationships, achieve their goals, and lead a healthier, more satisfying life.”

Human Rights Policy

KIPP Texas - San Antonio brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age or handicap status. KIPP Texas - San Antonio is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. KIPP Texas - San Antonio wishes to stress that it is the responsibility of every member of the KIPP community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the KIPP community to actively promote appropriate school/workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline.

NOTE: Please refer to the KIPP Texas Student and Family Handbook posted on our web site at www.kippsa.org for student code of conduct policies related to **bullying/harassment/cyberbullying, suspensions, and expulsion.**

Section V: School Bus Expectations

Transportation Safety for Students

1. Respect that the bus driver governs the bus, and follow bus driver instructions the first time that they are given.
2. Treat bus driver, monitor, and other students with respect and courtesy.
3. Refrain from fighting, pushing, and other physical contact anywhere, including on the bus. No bullying on bus.
4. Go directly to your assigned seat (bus drivers assign seats after the first weeks of school). Students must remain seated and facing forward while the bus is moving.
5. Talk quietly, without making loud noises which distract the bus driver. Silence is required when a bus reaches a railroad crossing. Inappropriate language is not allowed.
6. Refrain from placing arms or heads out of the windows, and keep feet and legs out of the aisle. Refrain from throwing objects at, on or from the school bus.
7. Keep all objects out of the aisle. Backpacks, instruments, or school projects must be held in your lap or will not be allowed on the bus. Skateboards must be safely secured and stored, or will not be allowed on the bus.
8. Electronic devices are permitted only for middle and high school students and only for individual and non-disruptive use. This privilege may be revoked if it is abused.
9. Refrain from eating, drinking, and chewing gum on the bus. Water bottles are permitted in warm weather.
10. Smoking, lit matches, open flames, and all tobacco-related products are not permitted.
11. Refrain from bringing sharp objects, glass containers, animals, or any other dangerous items on the bus.
12. Keep the bus clean. Do not leave trash on the bus. Vandalism is a serious offense.

Waiting for the Bus:

1. Bus drivers will pick up students only at assigned stops.
2. Arrive at your bus stop 10 minutes before the scheduled time.
3. Respect the property and privacy of others while at the bus stop.
4. Wait for the bus in a safe place away from the roadway. Avoid traffic dangers and remain a safe distance from the approaching bus until it comes to a complete stop.
5. Promptly board the bus in an orderly manner. Avoid crowding or pushing while boarding or exiting a bus.
6. Refrain from playing, chasing other students or hanging onto buses. Be cautious at all times to avoid injury.
7. Never crawl or reach under the wheels of a bus. If anything falls under a bus, students must inform bus driver and not try to get the item.

Leaving the Bus:

1. Promptly exit the bus in an orderly manner. Use the handrail while going up or down the steps of the bus.
2. Refrain from using the rear emergency door, unless instructed to do so by the bus driver.
3. Enter or exit the bus stop area only when it is safe, cross roadways at intersections or crosswalks only when it is safe, and look both ways when crossing. Always assume that cars will not stop for you.
4. Go directly home or to the place parents have designated when exiting the school bus.
5. Always cross in front of the bus where the driver can see you and stay a safe distance away from side of the bus.

Remember: Riding the bus is a privilege and a responsibility. Students are expected to demonstrate the conduct and character traits that they demonstrate in school. Students who violate these rules and expectations may lose bus privileges. Parents are responsible for transporting their child to and from school if the child has been excluded from bus transportation.

School Bus Offenses

Class I Offenses	Class II Offenses
1. Spitting, spilling or throwing any liquid on the bus.	1. Hanging out of windows with any part of the body.
2. Excessive Noise or Loud Music.	2. Throwing/shooting of any object in or out of the bus.
3. Eating/Drinking/Chewing Gum/Littering the bus.	3. Bullying, threatening, or harassment of any person on the bus.
4. Leaving seat/standing without permission of the driver.	4. Profanity or threats toward the bus driver or bus monitor.
5. Riding an unassigned bus or using an unassigned bus stop.	5. Possession or use of tobacco or any controlled substance.
6. Entering a place of business unescorted by a parent or guardian, or disrupting the normal activities of a business where a stop is located.	6. Vandalism to the bus or any bus related equipment (restitution will be required as well).
7. Disobedience to the bus driver or bus monitor.	7. Pushing, shoving, or rushing the bus at a bus stop or walking in front of a bus.
8. Inappropriate or disruptive behavior at a bus stop.	8. Lighting matches, lighters, or any other flammable object or substance.
9. Use of technology on the bus with other students or in a distracting manner (phones, tablets, iPads, iPods or other music devices etc.).	9. Unauthorized entering or leaving the bus through an emergency exit or window.
10. Other behaviors that disrupt the normal and usual operation of the school bus.	10. Possession or threats of possession of a weapon, explosive, or flammables.
	11. Possession or use of a laser pen or pointer.
	12. Other offenses and behaviors that seriously jeopardize the safety of the bus driver, other students, the motoring public, or pedestrians.
	13. Parent, guardian or adult responsible for dropping the student off at the bus stop and using their vehicle to block or stop the bus so that the student may board the bus. <i>This is a Class C Misdemeanor under Texas Law and punishable by up to a \$500 fin.</i>
	14. Horseplay/Mischief or threatening the safety of self or others.
	15. Interfering with on-board video cameras
	16. Profanity, verbal abuse, harassment, inappropriate gestures, directed towards students or the public, or possession of inappropriate materials.

	17. Student refuses to properly identify himself/herself to the bus driver.
	18. Interfering with bus equipment (video cameras, radio etc.).
	19. More than one Class I offense, per report, will result in a Class II consequence.

Consequences for School Bus

Offense Level	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Class I <i>Multiple Class I offenses, in a single report, will result in a Class II consequence.</i>	Warning	1-2 day suspension from bus	1 week suspension from bus	3 week suspension from bus	4 week suspension from bus, required parent meeting and possible removal from bus for the remainder of the semester or four weeks, whichever is longer.
Class II	1-2 day suspension from bus	2-3 day suspension from bus	1 week suspension from bus and required parent meeting.	Loss of bus privilege for the semester or four weeks, whichever is longer, and required parent meeting.	Loss of bus privilege for the year and required parent meeting.

Section VI: Other Important Information

Field Trips

Students will have the opportunity to attend one field trips every quarter as well as an end of year field trip. The school reserves the right to remove a student from a trip or prohibit them from going for any reason that jeopardizes the physical or emotional well-being of themselves or others. The school will discuss with families in more detail as trip season approaches.

We ask that families contribute \$10 towards each quarter trip to help cover the cost of transportation, food, and entrance fees. We ask that families contribute \$100 towards the cost of the overnight end-of-year trip. Families are able to make payments throughout the year.

We never want finances to be a reason students are unable to attend a trip. Please call our front office at 210-888-6513 if you need assistance with the payment for field trips. See KIPP Texas Public Schools Student and Family Handbook for more on fees and hardships.

The KIPP Parent Organization will host fundraisers throughout the year to help offset the cost of the end-of year trip.

Field lessons are earned by meeting schoolwide expectations outlines below.

Field lesson	Criteria	Why?
Quarter 1,2,3	All students are eligible to attend the three quarterly grade level field trips.	We believe it is important for all our students to learn about our community. We also want to expose students to universities and colleges that will help invest them in their future.
End-of-Year	<p>Attendance</p> <ul style="list-style-type: none"> ● At least 95% attendance for the year (no more than 9 absences for the school year- excused or unexcused, unless significant medical emergency) <p>At School All Day</p> <ul style="list-style-type: none"> ● No more than 10 tardies or early pick-ups over the course of the year <p>Work completion</p> <ul style="list-style-type: none"> ● No more than 20 Academic Lunch Detentions in any subject over the course of the year. ● All major projects complete and accepted and meets expectations of high quality work. <p>No In-School and/or Out-of-School Suspensions for the 4th quarter; No more than FOUR In-School and/or Out-of-School Suspensions for the year.</p>	<p>Students who have not maintained strong all day attendance on school days will need additional learning time at school.</p> <p>Students who have not completed essential course work for their grade level need time and support with their teacher to prepare for the next grade level.</p> <p>Students who have earned ISS/OSS have not demonstrated they can meet KIPPster expectations at school and have not earned the trust for off campus trips.</p>

SCHOOL ADMINISTRATORS MAKE FINAL DECISIONS REGARDING ELIGIBILITY FOR FIELD TRIPS

Textbooks/Library Books

It is the responsibility of students to keep textbooks/library books in the condition of which they are received. Textbooks are school property, and should be handled with extreme care. Fines will be assessed for damaged or lost textbooks of up to \$10 for library books or up to \$50 for textbooks.

School Meal Balances:

Meal balances must be paid by the end of each quarter.

Dress Code and Uniform

We believe that self-expression is important. We hope to guide you in finding ways to express yourself that are not a distraction to the learning environment for yourself or others AND that support your growth towards college.

Black Uniform Polo

All new KIPP Poder students will receive one "We Can We Will" polo from the school. This is the same uniform polo that has been used at KIPP Poder for the previous three years. We want to ensure that all students have the uniform so that we can create a group identity. We are a Team and Family, and we want to celebrate that when we are showcasing our talent, hard work, and character on campus and in the community! Students will be required to wear the uniform polo for specific campus events and field trips.

What is the school dress code?

1. Khaki or black pants, shorts, skirts or skorts.
 - a. Shorts, skirts and skorts much be longer than your fingertips when you put your hands by your side.



- b. Pants may be chino or denim material. No sweatpants or other athletic material is allowed.
 - c. On Friday students may wear jeans or athletic pants.

2. KIPP shirt

- a. Black uniform polo
- b. Plain black polo
- c. Any KIPP Poder shirt
- d. Any KIPP Texas - San Antonio spirit/event shirt
- e. On Friday you may wear a college t-shirt or any KIPP shirt.

3. Athletic Shoes

- a. All shoes worn on campus must be closed toed for safety reasons. No flip flops, slides, sandals, or strappy shoes should be worn on campus unless stated for a special event.

- b. We do not change clothes or shoes for PE. Athletic shoes are required for safe participation in physical activities.

4. Sweaters, sweatshirts, jackets, and coats

- a. Students may wear any outwear as long as it does not contain any offensive images or language.
- b. Hoods and hats must be taken off inside the buildings, including the cafeteria.

5. Exceptions

- a. Students in Upper School (7th or 8th grade) who are on A and A/B honor roll will earn the opportunity to wear appropriate free dress to school until the end of the quarter. If they continue to remain on honor roll, they will continue to earn this privilege.

Students who are not abiding by the dress code at the beginning of the school day will earn a demerit and be required to change to meet dress code guidelines. We will have clean shirts and pants in the office for students. We will not permit students to call home and wait for parents/guardians to bring correct dress code items. This wastes class time and does not support teaching our students to be more responsible.

If you have any questions or need assistance getting appropriate uniform clothing, please do not hesitate to call.

Bathroom Policy

To ensure the safety and well-being of students using the restrooms on campus throughout the school day, the following guidelines are in place to lower bathroom traffic and maximize learning time.

Breakfast	<ul style="list-style-type: none"> ● Students do not need a bathroom pass to use the restroom. ● Students are encouraged to use the bathroom before school in the cafeteria during breakfast from 7:45 – 8:13 am. ● Students do not need permission to go to the bathroom. One male and one female staff member are assigned to each restroom. ● The door to the cafeteria bathrooms should remain open.
Advisory	<ul style="list-style-type: none"> ● Students cannot use the restroom during advisory. ● If students need to use the restroom during advisory and it is an emergency, an “E” should be placed on their bathroom pass next to the time when signed by the teacher. ● Students will receive a hall pass with 5 bathroom passes (1 per day) at the beginning of the week from their advisory teacher. ● Students may purchase a new hall pass once per week for 40 LiveSchool points only during advisory. This additional pass and the initial pass total 10 bathroom passes per week. ● Students who arrive after advisory or who are absent will retrieve their pass during advisory the next day.
Classes (except PE)	<ul style="list-style-type: none"> ● Students will need a signed bathroom pass to use the restroom during class. ● Students may not use the bathroom 10 minutes before or after a class transition. ● If students need to use the restroom during the first or last 10 minutes in an emergency, an “E” should be placed on their bathroom pass next to the time when signed by the teacher. ● Only 1 student per class (of either gender) will be released to use the restroom at one time. ● Students should not be dismissed to get water during class. ● Students should use their assigned grade level restroom. Lower school must use

	<p>the portable restrooms, seventh grade the second floor restrooms, and eighth grade the downstairs restrooms.</p> <ul style="list-style-type: none"> ● Students who spend more than 10 minutes out of class at the restroom will earn (-3) demerits in LiveSchool under “Late to Class” unless there are extenuating circumstances. ● Students who need to use the restroom without a bathroom pass and it is an emergency will need an adult bathroom escort. If a student needs a bathroom escort, s/he will earn two demerits in LiveSchool under “Bathroom Escort” (-2) each every occurrence.
PE	<ul style="list-style-type: none"> ● Students do not need to use a bathroom pass during designated breaks. ● Students should never be in the cafeteria unattended for a bathroom break. ● If a student needs to use the restroom in PE and it is an emergency, the teacher should sign the student’s pass with an “E” and have them use the portable restrooms. ● The door to the cafeteria bathrooms should remain open.
Lunch	<ul style="list-style-type: none"> ● Students do not need a bathroom pass to use the restroom. ● Students are encouraged to use the restroom during lunch. ● Students should signal and wait for permission from a lunch monitor to be dismissed from their table. ● The door to the cafeteria bathrooms should remain open.
Dismissal	<ul style="list-style-type: none"> ● Students do not need a bathroom pass to use the restroom. ● Students do not need permission to go to the bathroom. One male and one female staff member are assigned to each restroom. ● The door to the cafeteria bathrooms should remain open.

Property and Personal Belongings

Personal items may be brought to school for educational purposes only when approved or requested by a teacher. Students are not to bring and/or use on school premises items that are determined by teachers or school administration to be inappropriate at school. A teacher or school administrator will contact the parent/guardian on each occurrence and prohibited items will be confiscated.

Students are encouraged not to bring expensive personal items or unnecessary amounts of money to school. The care of valuables is the responsibility of the student. A student can help the school protect and prevent the loss of valuables by placing name labels on personal articles such as coats, jackets, gloves, and gymnasium clothes, etc. If a student wears glasses, his/her name and address should be placed in the glasses' case

Care of Property

Students are urged to take pride in the appearance of their school, including the buildings, the furniture, and the surrounding property. No student shall damage or deface any property belonging to KIPP Poder Academy. Writing, drawing, or carving on any personal or school materials/supplies is prohibited. Parents/Guardians of students may be required to make full or partial restitution to the KIPP Texas - San Antonio.

Willful vandalism on the part of students who damage or destroy buildings, grounds, vehicles, and/or equipment owned or contracted for by KIPP Poder will be investigated. If students are found responsible for the vandalism, the students and their parents/guardians will be held financially accountable. Students found responsible for an act of vandalism will also be subject to disciplinary action.

Electronic Devices (including, but not limited to, cell phones, MP3 players, eReaders, iPods, tablets)

We **strongly** encourage students to leave all electronics at home. Research has shown use of electronics while at school is detrimental to students, and students in middle school in particular are especially vulnerable to the ill effects. For this age group, studies have found that cell phones in schools can have a negative impact on students' academic performance and emotional wellbeing. Cell phones can quickly become tools of cyber bullying, and students can be constantly distracted by wanting to check social media apps or messages when they are in class and need to be concentrating on learning. Students in middle school can also acutely experience the impact of feeling left out when they see a group chat they are not included on or photos they were not a part of.

Every teacher has a cell phone if students must call home and the front office will deliver messages to students during the day. Students are also able to use the office phones in classrooms or the front office. If you feel your child needs to have a phone for safety purposes, we encourage a non-smart phone with only calling capabilities.

If it is necessary for a student to bring an electronic device to school, school personnel will collect it from students during arrival and return it at the end of their last period of the day. Before turning it in, students should turn the device off completely.

If after the time of collection a student is discovered to be in possession of a cell phone, the following actions will be taken:

First Offense: The cell phone will be collected and taken to the main office. A parent or guardian must come to the school to pick it up. The student will receive either a lunch detention or advisory detention.

Second Offense: The cell phone will be collected and taken to the main office. A parent or guardian must come to the school to pick it up. The student will receive an after-school detention.

Third Offense: The cell phone will be collected and taken to the main office. A parent or guardian must come to the school to pick it up. A meeting with parent-student-administrator is required.

Fourth Offense: The cell phone will be collected and taken to the main office. A parent or guardian must come to the school to pick it up. The student may receive a suspension or other designated consequence by an administrator.

The school will not accept responsibility for loss, theft or damage to any electronic devices brought to school.

Additional Reading:

<https://www.cnn.com/2017/12/22/opinions/smartphones-middle-school-opinion-ruston/index.html>

<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

<https://www.screenagersmovie.com/latest-usage-research/>