

Student and Family Handbook



KIPP: PODER ACADEMY

A COLLEGE PREPARATORY MIDDLE SCHOOL

Dear KIPP Poder Families and Students,

¡Bienvenido a KIPP Poder Academy! Estamos entusiasmados de darles la bienvenida a nuestros KIPPsters y al año escolar 2018-2019, a medida que continuamos nuestro viaje hacia y hasta la universidad. En KIPP Poder Academy, nos dedicamos a crear un entorno de aprendizaje positivo con un riguroso currículo preparatorio para la universidad y con la educación del carácter necesaria para que nuestros estudiantes lleguen a ser líderes exitosos y seguros en sus vidas, su comunidad y el mundo.

Creemos que nuestros padres, personal y estudiantes deben colaborar y trabajar juntos para fomentar un entorno en el que todos los niños puedan prosperar. Este manual está diseñado para comunicar las políticas básicas que debemos seguir y mantener para garantizar que cada niño pueda cumplir con los altos estándares que hemos establecido. Espero que este manual sirva como un recurso útil para responder a muchas preguntas que pueda tener. Revise las políticas con su hijo y consérvelo para que pueda consultarlo cuando sea necesario.

¡Espero un año de crecimiento y éxito!

Gracias por su confianza y apoyo,
Nicole Winsett
Líder Escolar
nwinsett@kippsa.org

About KIPP Poder



KIPP Poder Academy fue fundada en 2015 por Rachel Obermeier. Tenemos la suerte de que cinco de nuestros miembros fundadores continúen llevando la antorcha a medida que construimos nuestro grado final este año: Nikki Winsett, Emma Reciks, Amanda Jackson, Gabbie Capriles y 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
Autodisciplina 	<p>La capacidad de crear y mantener hábitos para comportarse de una manera adecuada sin necesidad de que nadie te diga qué hacer.</p>	<p>Los docentes planifican el tiempo de manera efectiva para asegurar que se cumplan todas las responsabilidades y plazos, abogan por su desarrollo al buscar retroalimentación y oportunidades de aprendizaje, y desarrollan rutinas para fortalecer su eficacia.</p> <p>Los estudiantes crean y mantienen hábitos para una buena comunicación, gestión del tiempo y auto defensa. Ellos manejan su comportamiento y elecciones para lograr metas a corto y largo plazo.</p>
Tenacity 	<p>The quality of being determined to do or achieve something; firmness of purpose.</p>	<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 	<p>The feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings</p>	<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 	<p>To work with another person or group in order to achieve or do something.</p>	<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 	<p>The mental or moral strength to persevere and withstand fear or difficulty.</p>	<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>

Commitment to Excellence **del Personal**

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	lriviera@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	tdrake@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.
- **Los estudiantes con menos del 95% de asistencia, durante el año, no podrán ser elegidos para su excursión escolar de fin de año.**

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. **Todos los que lleguen tarde a clase serán registrados en Liveschool y estarán castigados durante el almuerzo.** 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. **Los retiros tempranos se registrarán en LiveSchool, pero no les generarán consecuencias a los estudiantes. El Comité de Asistencia revisará los datos sobre los retiros tempranos habituales y notificará a las familias por las recogidas tempranas excesivas mediante llamadas telefónicas, reuniones en persona, cartas personalizadas y planes de intervención individual. Estos sistemas se usarán para asegurarse que los padres/tutores estén debidamente informados del impacto que tiene que el estudiante falte frecuentemente a clase cuando se retira temprano.**

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 programming 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

Los estudiantes reciben de 60 a 75 minutos de tarea todos los días aproximadamente. Todas las tareas están escritas en los planificadores de los estudiantes. Se revisa que tengan consigo los planificadores todas las mañanas, como forma de asesoramiento y parte de la verificación de materiales. A los estudiantes con tareas o asignaciones incompletas se les asignará el castigo durante el almuerzo (Detención de Almuerzo Académico) para que la complete y tendrá una falta en Liveschool.

Make-Up Work

Los estudiantes deben completar todo el trabajo perdido. Es responsabilidad del estudiante consultar, con cada uno de sus profesores, para asegurarse que él/ella conoce y entiende todas las tareas. Los maestros asignarán trabajo de recuperación, para sus clases, el día que el estudiante regrese de estar fuera por Detención de Almuerzo Académico. Los estudiantes que han estado ausentes por mucho tiempo pueden ser retirados por un Coordinador de Nivel de Grado o un administrador durante el receso o clases "especiales" para completar el trabajo de contenido básico. El tiempo permitido para completar este trabajo es un día por cada día que el estudiante estuvo ausente. Por ejemplo, si un estudiante está ausente un lunes, entonces él/ella tendrá un día para recuperar el trabajo perdido, después de recibir el trabajo en la Detención de Almuerzo Académico el martes. Todo el trabajo, en este caso, debe enviarse el miércoles.

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. Las familias deben reconocer que han recibido el informe de progreso de su representado con la debida firma, y los estudiantes obtendrán una falta por los informes de progreso que estén sin firmar en LiveSchool en "Verificación de materiales".

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	Advisory: During advisory we do materials checks, relationship building and current events.

	<p>Music (1 semester) Art (1 semester) PE</p>	<p>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.</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>
7th	<p>Advisory Reading Writing Math Science PE</p> <p>1 elective: Mexican-American Studies Choir Percussion Ensemble Painting</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. **Todos los estudiantes reciben este desayuno gratis y su hijo puede comprar este almuerzo** 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.

- Animamos a todos los estudiantes a traer botellas con agua a la escuela y beber agua durante el día. Si bien el agua es la bebida recomendada en todo momento, los estudiantes pueden traer una bebida diferente para consumirla durante el desayuno o el almuerzo. Los estudiantes deben deshacerse de esta bebida antes de salir de la cafetería o ponerla en sus mochilas o cajas de almuerzo si el recipiente puede volverse a cerrar. Se les pedirá a los estudiantes que tengan bebidas diferentes al agua afuera de la cafetería que las descarten.
- Los estudiantes ya no recibirán un refrigerio saludable proporcionado por la escuela durante la jornada escolar. Los estudiantes pueden traer un bocadillo, el cual pueden comer durante la clase entre las 3:00 y 3:15 pm; los lunes, martes, jueves y viernes. Lo que no está permitido como bocadillos son papas fritas, galletas, pasteles y dulces. Si un estudiante tiene uno de estos artículos prohibidos, en la hora de la merienda, los maestros le pedirán que lo guarde o lo descarte. Si se niega, se le dará una falta. Si un adulto considera que el artículo de refrigerio es difícil de comer o interrumpe la clase, tiene derecho a pedirle al alumno que lo guarde o lo descarte.
- 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.

Los estudiantes obtienen méritos o premios por demostrar los valores fundamentales de KIPP Poder. Los estudiantes obtienen deméritos o faltas por comportamientos que no cumplen con las expectativas y no están alineados con nuestros valores fundamentales. Los estudiantes no pierden méritos o premios por los deméritos o faltas obtenidos. Los méritos o premios se pueden usar como incentivos y los deméritos o faltas se emplean como antecedentes para analizar cómo pueden mejorar. Los antecedentes para deméritos o faltas también se utilizan para determinar las consecuencias, como la detención o castigo.

Rúbrica de Live School

Categoría Liveschool		Puntaje	Descripción	Propósito
Autodisciplina	a. Baño escolar	-2	Los estudiantes que pierdan el pase del pasillo y necesiten usar el baño en una emergencia durante la clase.	Los estudiantes necesitan, en este momento, crear hábitos que los ayuden a tener éxito en el camino hacia y hasta la universidad. La formación de hábitos ayuda a los estudiantes a respaldar su responsabilidad de cumplir a cabalidad con las expectativas básicas.
	b. Teléfono celular	-1	Los estudiantes que usen o se encuentren en posesión de un teléfono celular.	
	c. Deshonestidad	-3	Los estudiantes que sean académicamente deshonestos.	
	d. Código de vestimenta	+1/-1	Los estudiantes que cumplan con el código de vestimenta y la ropa de abrigo de KIPP o los estudiantes que incumplan con el código de vestimenta.	
	e. Primero / Últimos Cinco	+1/-1	Los estudiantes que sigan o no los procedimientos de clase de Primero y Últimos Cinco.	

f. Chicle	-1	Los estudiantes que estén masticando chicle o se les encuentre chicle.
g. Lenguaje inaceptable	-3	Los estudiantes que usen un lenguaje blasfemo, vulgar o inaceptable.
h. Contacto físico inapropiado	-3	Los estudiantes que pongan las manos, las piernas o cualquier objeto en otros de forma inapropiada.
i. Trabajo incompleto en clase	-1	Los estudiantes que hagan incompleto el trabajo asignado en clase.
j. Llegar tarde a clase	-3	Los estudiantes que entren a clase después de haber sonado la campana.
k. Revisión de los materiales	+1/-1	Los estudiantes con todos los materiales o quienes tengan materiales faltantes, como lápiz, planificador, libro de lectura independiente, carpeta.
l. Materiales faltantes: que no se puedan comprar	-1	Los estudiantes que no tengan suficientes puntos de Live School para comprar un lápiz o el planificador faltante.
m. No sigue las instrucciones	-1	Los estudiantes que no sigan las instrucciones a la primera vez.
n. Búsqueda temprana	0	Los estudiantes que sean buscados antes de la salida.
o. Manifestación pública de afecto	-3	Los estudiantes que manifiesten intimidad física con otros, como besos, abrazos excesivos, etc.
p. Hablar durante la clase	-1	Los estudiantes que hablen mientras el maestro explica o un compañero está interviniendo.

	q. Lanzar objetos a alguien	-3	Los estudiantes que lancen objetos a una persona.	
	r. Lanzar objetos	-1	Los estudiantes que lancen cualquier tipo de objeto.	
Tenacidad	a. Trabajo listo para la universidad	+2	Los estudiantes que completen el trabajo de forma ordenada, cumplan con todos los Criterios para el Éxito y pongan su mejor esfuerzo en una tarea.	Para garantizar que todos los estudiantes estén en camino hacia la universidad, hay que mantenerlos en un alto nivel académico. Cuando no lleguemos a ese alto nivel, hay que saber que podemos llegar allí y estamos dispuestos a regresar y volver a intentarlo.
	b. Comportamiento listo para la universidad	+2	Los estudiantes que sigan al orador, cumplan las instrucciones de manera consistente, tengan una decisión personal y participen activamente.	
	c. Mentalidad de crecimiento	+2	Los estudiantes se esfuerzan y nunca se dan por vencidos.	
	d. Revisión del trabajo	+2	Los estudiantes revisan el trabajo que no cumplió con las expectativas previstas.	
Empatía	a. Disculpa por una falta	+2	Los estudiantes dan el primer paso al disculparse y reparar una relación con otro miembro del Equipo y la Familia.	Como Equipo y Familia, todos tenemos algo valioso para contribuir con nuestra comunidad. Es importante que cada persona se sienta segura, cómoda y valorada para trabajar lo más posible y aprender al máximo.
	b. Amabilidad hacia los demás	+2/-2	Los estudiantes tratan a todos los miembros de nuestro Equipo y Familia con respeto manifestado con su lenguaje corporal, actitud y palabras.	
Colaboración	a. Ayuda a otros	+2	Los estudiantes ayudan en otras tareas o las apoyan de otras maneras.	Como Equipo y Familia, estamos mejor juntos. Trabajamos el uno con el otro porque dos

	b. Deja un lugar mejor	+2/-2	Los estudiantes limpian y ordenan todos los espacios en el campus, incluida la cafetería durante las comidas.	mentes son más que una, y nos ayudamos mutuamente porque nos preocupamos por el éxito de todos.
	c. Trabaja en equipo	+2	Los estudiantes trabajan uno con el otro.	Mantenemos nuestra escuela limpia y ordenada para que todos podamos aprender.
Valor	a. Dishonestidad	-2	Los estudiantes que mienten o no dicen la verdad completa.	Tenemos que trabajar como un Equipo y Familia para asegurarnos de que nuestra escuela sea lo mejor posible.
	b. Defiende lo correcto	+2	Los estudiantes hablan sobre conductas negativas, como contarle a un maestro si es necesario y asumir las consecuencias de sus propias acciones.	Necesitamos que los estudiantes participen activamente para afirmar que todos seamos grandes KIPPsters para que eso suceda.
	c. Asume el riesgo	+2	Los estudiantes experimentan cosas nuevas, incluso cuando tienen miedo o pueden ser difíciles.	

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. ● Poder 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	Students can earn merits by exemplifying our four core values on campus: <ul style="list-style-type: none"> self-discipline empathy collaboration tenacity courage 	The store is open on Wednesdays during grade level lunches. <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	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
Conferencia del grupo familiar	<ul style="list-style-type: none"> • Las partes afectadas discuten ante un conflicto serio para determinar la necesidad de arreglarlo. • Involucra a miembros de la familia y/o comunidad escolar que fueron afectados, como maestros, consejeros, etc. • Puede ocurrir cuando un estudiante regresa de la suspensión. 	<ul style="list-style-type: none"> • Decano de Cultura • Familiares de los involucrados • Secretario (para tomar notas sobre necesidades, ideas y plan)

Programas Restaurativos

En KIPP Poder Academy nos hemos asociado con organizaciones comunitarias para proporcionar a nuestros KIPPsters acceso a los programas de reconstrucción en la comunidad, como Acciones Positivas, Chicas Inc., Relaciones Sanas y Control de la Ira. Estos programas se enfocan en las necesidades socioemocionales del estudiante en forma individual y les brindan herramientas y estrategias para afrontar la situación y fomentar una autoidentificación positiva y relaciones saludables. Los maestros y administradores pueden enviar una referencia para los estudiantes que pueden beneficiarse de estos servicios; los padres también pueden solicitar estos servicios para sus representados contactando con la oficina principal.

Programas Restaurativos en KIPP Poder	
Programa	Visión de conjunto
Acciones Positivas	"Positive Actions (PA) es un programa escolar enfocado en el desarrollo social y de las

	personas, las habilidades de apoyo y las actitudes de los niños y adolescentes de los grados entre K y 12. El objetivo del programa es promover acciones positivas (intelectuales, físicas y de desarrollo emocional), prevenir el abuso de sustancias y el comportamiento problemático, y mejorar el rendimiento escolar".
Chicas Inc.	"Girls Inc. de San Antonio es una filial de la organización nacional Girls Incorporated que se estableció localmente en noviembre de 2004. La misión del programa es inspirar a todas las niñas a ser fuertes, inteligentes y audaces. Girls Inc. de San Antonio ayuda a las niñas entre los 6 a 18 años a superar las barreras que les impiden alcanzar sus objetivos personales, educativos y profesionales".
Relaciones Saludables	"El propósito de este plan de estudios es fortalecer a los jóvenes mediante la incorporación de los 40 Activos del Desarrollo que otorgan a los jóvenes cualidades, habilidades, experiencias y oportunidades positivas que son cruciales para el desarrollo de los jóvenes. Las sesiones incluyen un enfoque en la violencia interpersonal, la desigualdad de género, la deconstrucción de los mensajes de los medios, el papel de los espectadores, la práctica de las habilidades de los espectadores y el cambio de la comunidad inspiradora".
Control de la Ira	"El objetivo del manejo de la ira es reducir los sentimientos emocionales y la excitación fisiológica que causa la ira. Aprender a controlar la ira y expresarla adecuadamente ayuda a los estudiantes a construir mejores relaciones, alcanzar sus metas y llevar una vida más saludable y satisfactoria".

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.

Código de vestimenta y uniforme

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.

Polo negro del uniforme

Todos los estudiantes nuevos de KIPP Poder recibirán un polo "We Can We Will" de la escuela. Este es el mismo uniforme de polo que se ha utilizado en KIPP Poder durante los últimos tres años. Queremos asegurarnos de que todos los estudiantes tengan el uniforme para que podamos crear una identidad grupal. Somos un equipo y una familia, y queremos celebrarlo cuando demostremos nuestro talento, trabajo duro y carácter en el campus y en la comunidad. Los estudiantes deberán usar el uniforme de polo para eventos específicos del campus y excursiones.

What is the school código de vestimenta?

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



- a. Los pantalones pueden ser de material chino o de mezclilla. No se permiten pantalones de chándal u otro material deportivo.
 - b. El viernes los estudiantes pueden usar jeans o pantalones deportivos.
 2. Camisa KIPP
 - a. Polo negro del uniforme
 - b. Polo negro liso
 - c. Cualquier camisa KIPP Poder
 - d. Cualquier camiseta de apoyo / evento de KIPP Texas - San Antonio
 - c. On Friday you may wear a college t-shirt or any KIPP shirt.
3. Athletic Shoes

- a. Todos los zapatos usados en el campus deben ser cerrados por razones de seguridad. No se deben usar chanclas, sandalias o zapatos con tiras en el campus, a menos que se indique lo contrario en un evento especial.
- 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. Los estudiantes pueden usar cualquier abrigo siempre que no contenga imágenes o lenguaje ofensivos.
- b. Se deben quitar capuchas y sombreros dentro de los edificios, incluida la cafetería.

5. Exceptions

- a. Estudiantes en la escuela superior (7mo u 8vo grado) 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.

Los estudiantes que no cumplan con el código de vestimenta al comienzo del día escolar obtendrán una falta y se les exigirá que se cambien para cumplir con las pautas del código de vestimenta. 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.

Política de uso del baño

Para garantizar la seguridad y el bienestar de los estudiantes que usan los baños en el campus, durante la jornada escolar, se aplican las siguientes pautas para reducir el tráfico en el baño y maximizar el tiempo de aprendizaje.

Desayuno	<ul style="list-style-type: none"> ● Los estudiantes no requieren de un pase de baño para utilizarlo. ● Se sugiere a los estudiantes usar el baño antes de la clase, en la cafetería o durante el desayuno de 7:45 a 8:13 am. ● Los estudiantes no necesitan permiso para ir al baño. Se asignan un miembro del personal masculino y uno femenino en cada baño. ● La puerta de los baños de la cafetería debe permanecer siempre abierta.
Asesoramiento	<ul style="list-style-type: none"> ● Los estudiantes no pueden usar el baño durante el asesoramiento. ● Si los estudiantes necesitan usar el baño durante el asesoramiento y es una emergencia, se debe colocar una "E" en su pase de baño junto a la hora firmada por el maestro. ● Los estudiantes recibirán un pase de pasillo con 5 pases de baño (1 por día) al comienzo de la semana por parte de su maestro asesor. ● Los estudiantes pueden comprar un nuevo pase de pasillo una vez por semana con 40 puntos de Live School solo durante el asesoramiento. Este pase adicional y el pase inicial totalizan 10 pases de baño por semana. ● Los estudiantes que lleguen después del aviso o que estén ausentes recuperarán su pase durante el asesoramiento al día siguiente.
Clases (excepto educación física)	<ul style="list-style-type: none"> ● Los estudiantes necesitarán un pase de baño firmado para usar el baño durante la clase. ● Los estudiantes no pueden usar el baño 10 minutos antes o después de una transición de clase. ● Si los estudiantes necesitan usar el baño durante los primeros o últimos 10 minutos en una emergencia, se debe colocar una "E" en su pase de baño junto a la hora firmada por el maestro.

	<ul style="list-style-type: none"> ● Solo 1 estudiante por clase (de cualquier género) se le permitirá usar el baño al mismo tiempo. ● No se debe dar permiso a los estudiantes para que les den agua durante la clase. ● Los estudiantes deben usar su baño de grado asignado. Los grados más bajos deben usar los baños portátiles y los baños del segundo piso serán utilizados por los del séptimo grado. ● Los estudiantes que pasen más de 10 minutos fuera de clase en el baño obtendrán (-3) faltas en Live School en "Tarde a clase", a menos que existan circunstancias atenuantes. ● Los estudiantes que necesitan usar el baño sin un pase de baño y es una emergencia requerirán un acompañante de baño adulto. Si un estudiante necesita un acompañante de baño, se le asignará dos faltas en Live School bajo "Escort de baño" (-2) cada vez que ocurra.
Educación física	<ul style="list-style-type: none"> ● Los estudiantes no requieren usar un pase de baño durante los descansos designados. ● Los estudiantes nunca deben estar en la cafetería sin supervisión por un descanso en el baño. ● Si un estudiante necesita usar el baño en educación física, y es una emergencia, el maestro debe firmar su pase con una "E" y hacer que utilice los baños portátiles. ● La puerta de los baños de la cafetería debe permanecer siempre abierta.
Almuerzo	<ul style="list-style-type: none"> ● Los estudiantes no requieren un pase de baño para usar el baño. ● Se sugiere a los estudiantes usar el baño durante el almuerzo. ● Los estudiantes deben señalar y esperar que el permiso de un monitor de almuerzo sea retirado de su mesa. ● La puerta de los baños de la cafetería debe permanecer siempre abierta.
Salida	<ul style="list-style-type: none"> ● Los estudiantes no requieren un pase de baño para usar el baño. ● Los estudiantes no necesitan permiso para ir al baño. Se asignan un miembro del personal masculino y uno femenino en cada baño. ● La puerta de los baños de la cafetería debe permanecer siempre abierta.

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.

Dispositivos electrónicos (incluidos, entre otros, teléfonos celulares, reproductores de MP3, eReaders, iPods, tabletas)

Exigimos enérgicamente a los estudiantes a dejar en su casa todos los dispositivos electrónicos. La investigación ha demostrado que el uso de la tecnología mientras se está en la escuela resulta perjudicial para los estudiantes y los estudiantes de la escuela media en particular son especialmente vulnerables a los efectos nocivos. Para este grupo de edad, los estudios han encontrado que el uso de los teléfonos celulares en las escuelas puede tener un impacto negativo en el rendimiento académico y el bienestar emocional de los estudiantes. Los teléfonos celulares pueden convertirse rápidamente en herramientas de acoso cibernético y los estudiantes pueden distraerse constantemente si desean consultar aplicaciones o mensajes de redes sociales cuando están en clase y deben concentrarse en el aprendizaje. Los estudiantes en la escuela secundaria también pueden experimentar, de forma aguda, el impacto de sentirse excluidos al ver un chat grupal en el que no están incluidos o fotos de las que no formaban parte.

Cada maestro dispone de un teléfono celular si los estudiantes necesitan llamar a su casa y la oficina entregará mensajes a los estudiantes durante el día. Los estudiantes también tienen a su disposición los teléfonos de la oficina en los salones o en la oficina principal. Si usted cree que su hijo precisa un teléfono por razones de seguridad, recomendamos utilizar un teléfono no inteligente con solo capacidad de llamada.

Si es necesario que un estudiante traiga un dispositivo electrónico, el personal de la escuela lo recogerá durante la llegada de los estudiantes y lo devolverá al final de su último período del día. Antes de entregarlo, los estudiantes deben apagar el dispositivo por completo.

Si después del momento de la recolección se descubre que un estudiante posee un teléfono celular, se tomarán las siguientes medidas:

Primera trasgresión: el teléfono celular será recogido y llevado a la oficina principal. Un padre o tutor debe venir a la escuela para buscarlo. El estudiante recibirá una detención durante el almuerzo o una detención de asesoramiento.

Segunda trasgresión: el teléfono celular será recogido y llevado a la oficina principal. Un padre o tutor debe venir a la escuela para buscarlo. El estudiante recibirá una detención después de la escuela.

Tercera trasgresión: el teléfono celular será recogido y llevado a la oficina principal. Un padre o tutor debe venir a la escuela para buscarlo. Se requiere de una reunión con el padre-alumno-administrador.

Cuarta trasgresión: el teléfono celular será recogido y llevado a la oficina principal. Un padre o tutor debe venir a la escuela para buscarlo. El estudiante puede recibir una suspensión u otra consecuencia designada por un administrador.

La escuela no aceptará responsabilidad alguna por pérdida, robo o daño a ningún dispositivo electrónico que se traiga a la escuela.

Lectura adicional:

<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/>