

# KIPP KC ELEMENTARY HANDBOOK

2021-2022 School Year



# Welcome Letter

Dear Parents and Guardians of Kansas City KIPPsters,

This is our 14th year at KIPP! This marks a very special year for us because our high school opens this year. This is also a special year because we have a regional focus on reading this year. Students are going to spend a lot of time reading this year but did you know that all classes like dance, band, art, PE, Science and Social Studies all help students become better readers. We aren't going to cut any of the classes our students love and need to increase reading scores. You should always expect to know what your child's reading level is this year and receive regular updates about our progress on our big goal.

The culture of our school will always remain focused on protecting learning time and developing students who understand how to bounce back after mistakes or difficult times in their life. This year we are hoping to get back to field trips, POWER days, and End of Year trips, while keeping safety a top priority. Our KIPPsters work really hard and we want them to know and experience that hard work pays off.

In closing, I just want to say how exciting it is to be part of this team and family. I am so grateful that you are willing, ready, excited and committed to making this the best school in the country. Last year was hard on all of us and we really worked as a team. We watched other schools fight with each other about opening up, not opening up, wearing and not wearing masks. We really worked together through very hard decisions that didn't have a right or wrong answer. I can't tell you how grateful we are for your support last year. Please know that my door is always open either through meetings at the school, phone calls, emails, texts, or written notes. Our team of parents, students, teachers, board members and community members are strong and ready for the challenges ahead.

Thank you,

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Dear Parents,

If you're new to KIPP, welcome! If you're returning to us, it is my great honor to welcome you back!

We have an amazing staff this year that is completely dedicated to our mission of preparing students with skills and confidence that will serve them in the future.

One of our big areas of focus this year is literacy. After a hard-fought year of virtual schooling (thank you parents!) we're aware that many students may have unfinished learning to address. That coupled with the importance of literacy at the elementary level means we'll be very focused on helping all students with their reading and writing skills.

That is not to say we'll forget the fun! First, we know literacy can be a very joyful experience. Also, we have some very special experiences in store for kids in the form of theatre, music, art, and dance. Get excited for some quarterly performances!

We'll see each other soon. Until then, be well and please never hesitate to reach out.

Sincerely,

Kurt Bunnelle  
Principal  
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## **KIPP KC Elementary Values**

Our work centers on love, mutual respect and a shared desire for wanting students to succeed at whatever they pursue. We work with students and families to problem solve any challenge so that students receive what they need. Our goal is that students feel encouraged, inspired, nurtured, empowered and heard each day.

## **Courses & Curriculum**

We believe students need exposure to a wide range of opportunities in elementary school, while building a solid base of literacy skills. We also believe that students and their classroom community need time develop social and emotional skills.

<b>Schedule (not in order)</b>	<b>Mins</b>	<b>Description and Curriculum</b>
Breakfast and Arrival	25	Students are welcomed and eat breakfast

Recess	30	Students play and develop social skills
POWER Start	20	Students are taught social and emotional skills through a curriculum called Character Strong
Lunch	30	Students eat & talk with friends and teachers
Specials	60	Art, Theatre, Dance, Music on rotation quarterly
Literacy	120	Foundational Literacy through a curriculum called FAST and ELA through a curriculum called KIPP Wheatley
Math	60	Fluence and problem solving through a curriculum called Eureka
Science	50	Science knowledge building and inquiry through Amplify Science
Social Studies	30	New in '21-22, we are writing our own curriculum
Intervention	40	Individuals or groups of students work on

## Homework

On average, we assign between 15 and 30 minutes of homework each night. The purpose of homework is to provide practice that will help students build skill from lessons taught at school.

## POWER Values

We teach students a set of values that can help all of us make choices.

**P: Purpose** -- Working through challenges.

**O: Ownership** -- Taking responsibility for actions.

**W: Wonder** -- Cultivating curiosity and questioning authority.

**E: Excellence** -- Setting goals and working toward them.

**R: Relationships** -- Being compassionate and helpful to others.

## Agreements & Expectations

From our values, we discuss with our students how we should We explicitly teach what the POWER values mean, and derive all expectations throughout the building from the question, “What does it look like to live the POWER values here?” By connecting our expectations for values, we aim to help students build the habits of mind and action that they need for success in any academic environment, and for life beyond school. Some illustrative examples of how we draw our expectations from our values follow:

**Hallways** -- in the hallway we walk since we want to live the value of Relationships (this value includes keeping others safe).

**Classroom** -- in the classroom, we listen to our teacher (Relationships) and try to do the assignment even when it is hard (Excellence).

**Cafeteria** -- in the cafeteria, we don’t throw food (Relationships, Excellence), and when it is time to clean up we do our job as best we can and as thoroughly as we can (Purpose).

Living these values through actions not only contributes to a student's personal well being and success, but also to the well being and success of our school community. We believe in teaching and reinforcing the POWER values by modeling values-aligned actions, practicing and discussing them, and giving feedback to students throughout their day in the school building.

## Celebrating Success

We love to recognize our students for their excellence and for working through challenges:

### Daily & Weekly

Private Shout outs -- e.g., note from a teacher to a student

Public recognition in front of the classroom community

Positive calls or notes home

Public Shout outs -- e.g., shout outs during class-wide or school-wide gatherings

### Monthly

Student of the Month -- students displaying outstanding commitment to the values are voted on by their teachers

Principal Lunch -- Once monthly, the students of the month earn lunch with the principal.

### Quarterly

Quarterly POWER Value Awards -- Awards are given for exemplary actions aligned with our values, and presented at conferences.

## Responding to Behavior

We know students will make mistakes and that they are important to learning. We aim to use methods of redirection that are respectful to students and helpful to teacher-student relationships. Whenever possible, we leverage logical consequences to help students learn from choices.

### Redirection

The first, and most common, way we respond to student behavior is to redirect students by restating the expectation, for example, "Kurt, raise your hand to be called on." Other common ways we redirect students are

- Using proximity (reminding students of the expectation simply with a teacher's presence)

- Using Non-verbal gestures (looking in the direction of the student, finger to lips, etc)

- Anonymous redirection ("I'm waiting on 2 students to step into line")

### Classroom Intervention

When common redirections are not effective, teachers may use one of the following interventions.

**Safe Seat:** Students may need time away from the group to reset.

**Wellness Lab:** Students may need time outside the classroom to process with a behavior specialist. Our Wellness Lab is set up for small group or individual processing.

### Parent Involvement

We make every attempt with our abilities to keep students at school. In the event that a student is harmful to themselves, others, or becomes destructive to school property, we may request a parent to pick up the student from school. This may occur for the following reasons:

- Physical conflict

  - Leaving adult supervision

  - Making threats to physical harm

  - Refusal to follow directions once removed from the classroom and under the supervision of the assistant principal, behavior specialist, or principal

  - Throwing, picking up, or intentionally knocking over furniture, or other destruction of property such as slamming a door hard enough that it breaks

### Logical Consequences

We believe that students learn best from mistakes when they are guided to confront the logical consequences of their actions.

### Examples of Logical Consequences:

- Running in the hallway** → Go back & walk. Repeated problems could result in not being allowed in hallway alone.

  - Dangerous misuse of scissors** → Loss of scissors for short or long term.

  - Bad language** → Apology or restorative conversation with person harmed.

  - Stealing from the snack basket** → Apology to person harmed, or requirement to be supervised closely at lunchtime.

  - Disrupting a testing session by talking repeatedly** → Testing without peers around.

## Communication Home About Behavior

Teachers communicate weekly through text or Remind. We encourage parents to ask questions about their student's progress, and we aim for open lines of communication. Communication with families about student social and emotional wellness is vital for its own sake and for students' academic growth.

## Disciplinary Action

Some behavior requires disciplinary action from administration. We evaluate every case using the table below and in consideration of severity and precedence.

**Severity** - How much harm was done?

**Precedence** - Has this happened before?

### Community Damaging Behaviors and Disciplinary Actions\*

\*\*All Disciplinary actions made in consideration of 1) Severity and 2) Precedence

Acts that harm our community	The school's <b>immediate</b> action will be...	And, if the behavior is <b>repeated</b> or <b>severe</b> ...	...Up to a maximum action of:
Repeating any of the "Community Damaging Behaviors" on this table	The "Immediate Action" will be "escalated"	Continual "escalation" of disciplinary action for the same offense	Expulsion
Extreme and prolonged defiance of basic expectations to be safe with self and others, after removal from teacher's room and under the supervision of administration or the behavior specialist	Parent Contact	Parent Pickup, ISS, OSS, and/or Parent Meeting	3 day OSS
Improper use of school's technology	Parent Contact & Loss of technology privilege	ISS, OSS, and/or Parent Meeting	3 day OSS
Leaving class or campus without permission	Parent Contact	ISS, OSS, and/or Parent Meeting	3 day OSS
Throwing / tipping heavy or dangerous objects, including furniture	Parent Contact	ISS, OSS, and/or Parent Meeting	5 day OSS
Cheating or Academic Dishonesty	Parent Contact	Parent Meeting	Parent Meeting
Threatening a staff member or visitor verbally, in writing, or on the internet	Parent Contact	ISS, OSS, and/or Parent Meeting	10 day OSS
Bullying/Harassment of students or staff; including sexual and internet harassment	Parent Contact	ISS, OSS, and/or Parent Meeting	10 day OSS
Physical Conflict	Parent Pickup	ISS, OSS, and/or Parent Meeting	Expulsion
Theft	Parent Contact and Return / Repayment	ISS, OSS, and/or Parent Meeting	Expulsion



	for what was stolen		
Possession of a toy gun, knife, or other similar object	Parent contact and Confiscation of toy	ISS, OSS, and/or Parent Meeting	Expulsion. See section on Gun-Free Schools Act.
Removal from in school suspension	Parent Pickup	OSS and/or Parent Meeting	5 Day OSS
Using social media while at school	Parent Contact	ISS, OSS, and/or Parent Meeting	3 day OSS and Parent Meeting
Possession of Tobacco, Alcohol or Illegal drugs/substances	3 day OSS and Parent Meeting	5+ day OSS and Parent Meeting	Referral for Expulsion
Possession of Lighter or Matches	Parent Contact and Confiscation of materials	OSS and Parent Meeting	5 day OSS
Gang-related activity	Parent Contact	Multiple Day OSS and Parent Meeting	Referral for Expulsion
Vandalism	Repair of or Payment of repairs and Parent Contact	ISS, OSS, and/or Parent Meeting	Referral for Expulsion
Arson	10 Day OSS/Police Report	NA	Referral for Expulsion
Possession of a dangerous weapon including but not limited to firearms, knives	See section on Gun-Free Schools Act	NA	Expulsion and Police Report

## Communication Home

We aim to communicate with families and students in multiple modes to provide up-to-date information regarding student progress in order to best partner with families. The main modes of communication include but are not limited to:

### Daily

**Remind** - This is an application that is carried on a parent's phone. It enables easy communication about academic and behavior progress.

**Infinite Campus:** Parents are able to access the live gradebook at any time through the Infinite Campus system. The Front Office (816-241-3994) can assist with sign up for the system at any time.

### Weekly / Monthly

**Grade Level Newsletter** - This is a newsletter that is sent out via Class Dojo or email. It provides relevant updates for each grade level as well as recognition of student progress.

### End of Quarter

**Report Cards:** At the end of each quarter, we will mail home report cards to families. They are also available for pick-up at any time in the front office.

**Parent Conferences:** At the end of the first and third quarter we will hold parent conferences with families. Conferences are mandatory for all families. The purpose of parent conferences is to set goals, monitor progress towards goals and celebrate success. Conferences are led by the students with teachers present and available for the conference as well.

## Grading

Providing grades to students is one way we communicate about progress. Students receive official grades on a quarterly basis.

### Components of Grades

Grades are primarily based on homework and classwork, as well as core assessments we use to evaluate student learning. Grades are intended to be a reflection of a student’s mastery of content. A student’s overall grade is calculated based on the following percentages:

20% Assessments - This category includes weekly and quarterly level assessments.

80% Class Work- Includes assignments such as classwork, homework, & exit tickets. Teachers will grade a minimum of 1 assignment per week.

### Grading Scale

The criteria used to determine grades for assignments is as follows:

Criteria for Assignment	Grade on Assignment	Corresponding Percentage on Assessment of Grade Level Standard
Skill or knowledge demonstrated on assignment <b>exceeds grade level standard</b>	<b>4 = Exceeding</b>	80-100%
Skill or knowledge demonstrated on assignment <b>satisfies grade level standard</b>	<b>3 = Satisfying</b>	70-79%
Skill or knowledge demonstrated on assignment <b>is nearing grade level standard</b> and effort is evident	<b>2 = Progressing</b>	50-69%
Skill or knowledge demonstrated assignment is <b>far below grade level standard</b> yet effort is evident	<b>1 = Needs Improvement</b>	<50%
Effort is lacking	<b>0 = Unsatisfactory</b>	(Test Left Blank, or similar)

# Elementary Student Uniforms

## Shoes

Closed toed-shoes should be worn for safety.

## Shoes that should not be worn, for safety reasons

Slippers

Slides or Sandals

High heels

## Bottoms

Students should wear bottoms of their choice. The only restriction is that bottoms must cover all parts of the underwear.

## Tops

Students should wear an unaltered KIPP shirt every day of the week. This allows us to create a sense of pride around our team and family. It also provides a safety measure when we leave the building for field trips or play outside.

## Outerwear

Long sleeve shirts of choice may be worn under a KIPP shirt. Or, a KIPP sweatshirt may be worn over a KIPP shirt.

## Headwear, Accessories, Etc.

We encourage students to show expression through these additional pieces. In the event that they become a distraction to learning we may ask students to remove the item.

## Student Handbook Acknowledgement Form

I understand and consent to the responsibilities outlined in the 2016-2017 KIPP Endeavor Team and Family Handbook. I understand and agree that my child will be held accountable for his or her behavior and consequences as outlined in this document. They will be held accountable at school, school-sponsored and school related activities, including school-sponsored travel. I understand that any student who violates the code of conduct is subject to disciplinary action as outlined in this Student Handbook. I further understand and consent to my parental responsibilities as outlined in this handbook.

Failure to sign this form does not remove my child's responsibility to abide by the stated policies.

We acknowledge that we received a copy of the Student Handbook & Code of Conduct, and that we have read, understood, discussed, and agree to comply with all rules and policies.

Print Parent/Guardian Name: \_\_\_\_\_ Date \_\_\_\_\_

Signature Parent/Guardian Name: \_\_\_\_\_ Date \_\_\_\_\_

Print Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Signature Student Name: \_\_\_\_\_ Date \_\_\_\_\_