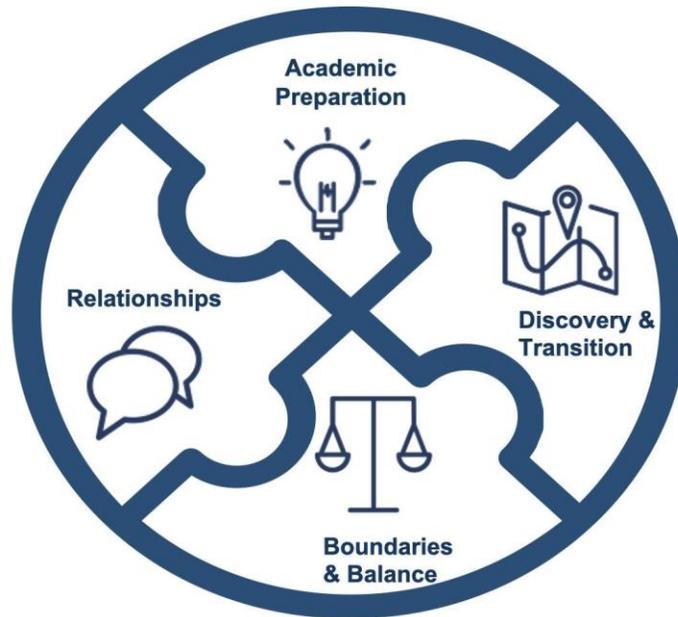


KIPP:KC

ENDEAVOR

**Middle School
Culture Handbook
2021-22**

Our Purpose:



Discovery & Transition	Relationships	Academic Preparation	Boundaries & Balance
MS is a transition of phases from child to young adult. Students discover who they are as individuals, peers, and in the world?	Authentic relationships create a foundation from which students can grow and develop.	Students learn how to think and form study and organization habits that allow them to thrive in HS.	Boundaries create opportunities to explore and discover safely, allowing students to both laugh and learn at the same time.
			

When we align our purpose and our actions we can all achieve our goals, individually and as a school. The remainder of this document aims to explain our systems, policies, and structures that will support us all living out our purpose.

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Building a Healthy School & Classroom Culture

Staff Mindsets

In order for staff to support our middle schoolers, the following mindsets are essential for adults:

- **We are responsible for creating the culture of our spaces.** Adults are large contributors to the culture, feel, and student behavior in different spaces. Adults take responsibility for helping students reflect on and learn from their behavior choices.
- **We don't take student mistakes personally.** Part of the discovery and transition of middle school is making choices that may be viewed as a mistake. This is a natural part of child development. It takes time to learn new skills and habits.
- **We support students to build lasting skills.** The most effective way to support students is by investing them in doing the "right" thing. This leads to lasting change and supports our students in feeling honored and loved. This is an intentional shift away from correcting behavior through fear of doing the wrong thing and punishments.

Proactive Strategies:

In order to create a positive, healthy, and focused classroom environment, KIPP teachers and students must be intentional in building culture together. Teachers may use a combination of the following strategies to build a classroom environment where all students can be successful. This list is not exhaustive and teachers will refine what they use throughout the school year.

- **Classroom Norms¹ or Agreements** - Teachers and students work together to build a set of principles or rules that guide how they will behave in the classroom. These norms could be specific to a group of students, a grade level, or a specific teacher's classrooms. At their most effective, all students know the norms and they're referenced regularly - both in celebration of excellence and as a way of describing when we've fallen short. At the start of the school year, each advisory/homeroom/cohort collaborates to create community agreements. Community agreements are a set of basic expectations that we ask all KIPPsters (adults and students) to follow. Community agreements define how we want to be in relationship with each other so that everyone feels welcomed, safe, and supported. Community agreements will be revised as needed.
- **Goal Setting** - Goal setting can be a useful tool for individual students and classrooms of students to look forward towards something they hope to achieve. Setting and achieving goals

¹Link to examples of norms

helps students take a moment to appreciate their growth. Goals can also be helpful in helping students push through moments of distraction or disillusionment towards something they have personally identified is important to them.

- **Incentives & Token Economy** - If a student has ever been in a classroom where they earn some sort of points for desired behaviors (in the past KIPP has called these merits), and then can redeem those points for prizes, they've participated in a token economy. Token economies are a form of extrinsic, or external, motivation, and can be a helpful way for students to build habits that help prepare them academically for high school.
- **Restorative Conversation** - A restorative conversation happens anytime something happens in a classroom or between individuals that does not live up to the room's stated values. The purpose of the conversation is for all individuals who are involved to express their sense of what happened, reflect on their choices, make amends as necessary, and commit to a path moving forward.
- **Community Circles** - Community circles are an opportunity for a classroom of students to sit together - ideally so that all members of the community can see one another - and discuss an issue at hand. This could be a discussion question, a skill students are trying to build, or a response to something that has happened in our community. Community circles are often proactively planned and happen routinely as opposed to restorative conversations which happen as a result of a specific damaged relationship or incident.
- **Feedback**- Feedback in a classroom should move in both directions. Typically students are used to receiving feedback from teachers both on their behavior and on any academic work they've completed. This feedback is healthy and important to student growth. However, students should also have regular opportunities - both formal and informal - to provide feedback to their teachers. The most helpful feedback - whether its coming from a teacher or student - is feedback that is:
 - **Specific** - for examples refers to a moment in class, a particular answer to a question, etc.
 - **Offers a solution** for how to move forward or improve
 - **Sincere** - comes from a place of trust and honest desire to help someone else improve
- **Supportive Teacher Moves** - We believe that strong relationships and engaging academic content are the most important factors in encouraging students to productively engage in class. Teachers will also use the following moves to support students:
 - Start with clear directions that set the expectation.
 - Watch for expectation to be followed.
 - Name what you see happening.
 - Public redirect or public praise
 - Use proximity to support.
 - Private conversation.
 - ◆ *Example: "Hey Ayana, I notice you are not showing excellence when it comes to writing in complete sentences. Let's see if you can fix that by the time I come back around."*
 - Repeat the above cycle throughout class.
- **Earning POWER Points** - Students earn POWER points for exemplifying our values.

Value	Definition	Expectations (what actions do we all commit to to live our lives by)
Purpose	We are clear about the purpose behind our actions and we take pride in achieving our goals and fulfilling our purpose.	<ul style="list-style-type: none"> - We are urgent to class and in class. (class) - We are participating in the work, discussion, and activity.
Ownership	We are grateful for the opportunity to take responsibility for what happens to us and the people on our team.	<ul style="list-style-type: none"> - We follow directions and then fix it when redirected - We ask for help when needed.
Wonder	We are curious about the world and appreciate the miracles of nature and human culture and love learning and asking questions	<ul style="list-style-type: none"> - Only one person speaks at a time so everyone can listen - We ask questions until we understand
Excellence	We are fearless competitors and are not afraid to be measured against a standard of excellence because it helps us create our best work	<ul style="list-style-type: none"> - We do all our work to the highest level we are capable of. - When it gets hard, we don't quit. - We have routines to increase learning
Relationship	We value our team and family and build strong relationships that make us and others better through empathy and listening	<ul style="list-style-type: none"> - We use kind language and avoid language that harms others. - We have follow up conversations when needed. - We respect the physical boundaries of others

→ Students will be able to redeem their POWER points in a weekly school store.

→ POWER points will be tracked in LiveSchool to allow for ongoing monitoring and weekly goal-setting in advisory.

Reactive Strategies:

We are realistic and understand that in this stage of development students may make choices that do not always lead to a positive learning experience for themselves or their peers. When this happens and the above list of proactive strategies have been implemented, we will respond with natural and logical consequences. A consequence is not a punishment.

● **Natural and Logical Consequences**

- **Natural Consequence:** happens as a result of the student's behavior. Natural consequences are those that happen naturally. These consequences are the *most powerful motivator for future behavior change*. *Examples:*
 - You touch a hot stove and burn your hand.
 - A child who is running in the hallway slips and falls.
 - A student who is tardy to class misses out on learning.
- **Logical Consequence:** intentionally planned by the adult; should be related, respectful, and reasonable. Use logical consequences with children who already have the necessary skills. Teachers will know that children have the necessary skills because they have spent time teaching them. While natural consequences are for everyday problems, logical consequences

are for more serious ultimatum or safety issues. You can also use logical consequences for recurring minor conflicts like poking and teasing. *Examples:*

- Students who are playing unsafely at recess take a break from play.
- Students who miss out on learning time make it up during lunch.
- You make a mess, you clean it up.

Grade level teams will collaborate and norm proactively brainstorm logical consequences for common student behaviors (repeatedly disrupting class, intentionally annoying a peer, being tardy, etc.). We will aim for these logical consequences to be developmentally appropriate for different grade levels. The following logical consequence will be normed 5-8.

- **If a student is asked to take a RESET from class for repeatedly not following directions, they make up learning time during lunch with that teacher.**

- **Follow-Up Conversations:** As much as possible, the classroom teacher will be responsible for issuing logical consequences through a one-on-one conversation with the student. The goal of a follow-up conversation is for the teacher and student to both share their perspective on the situation.
- **Reset:** If the teacher is unable to process with the student in a timely manner, has exhausted supportive moves and/or a logical consequence is ineffective, the teacher will request help with the **RESET** button in LiveSchool. Students will take a break in the Wellness Lab with our support team to reset and return to learning as soon as possible.
- **Academic Honesty:** We want to see every student's best individual work. We know that as teachers when we can see students' mistakes and thinking we can help them learn faster. When students choose to copy another teammate's work, we can not fully support their learning. If that choice is made, the consequence will of course be logical. The work is not the students own, so it can not be graded as such and the student will receive a zero on the assignment. If possible (e.g. on a writing assignment or a lab report) teachers may offer to allow a student to redo the assignment on their own. Some assignments (e.g. quizzes or multiple choice assignments) may not be able to be made up.
- **Larger Community Damaging Offenses**
Major violations of our community will be addressed with reset strategies in the Wellness Lab, ISS, and OSS. Please see the chart below for more information.

5th & 6th Grade Systems, Structures, and Boundaries

Recess

We know that recess is a time for students to have a midday movement break and develop friendships. All 5th and 6th graders will have recess Monday - Thursday. Recess will include whole-group organized

games and activities. If students do not want to participate in the day's activity, they will have an opportunity to observe or sit and talk with friends.

Enrichment

Enrichment gives students an opportunity to explore other interests. Each 5th and 6th grade teacher will offer a smaller group enrichment class. Past enrichment classes have included movie club, ballet, and engineering. Students will get to select an enrichment class that they are interested in each quarter. Enrichment classes will meet each Friday.

Hallway Transitions

Free passing during hallway transitions is an important part of adjusting to middle school and an opportunity for students to develop time management and organization while also having a brief social break. We know our students need support in developing these skills to be able to efficiently transition between classes.

At the start of the school year, all 5th and 6th graders will move between classes in teacher-escorted lines. Students will stay in a loose line and be able to talk with their peers near them. Throughout first quarter, students will be focus on building skill around personal organization,

By the end of the first quarter, students will gradually start to work towards free passing as they continue to develop time management skills. When students freely pass in hallways, adults will be monitoring and offering feedback.

If hallway transitions are unsafe or impeding learning, we will move back to more adult-led transitions, as needed.

Restrooms

The approach to restroom breaks in 5th and 6th grade will depend on time of school year and version of hallway transitions.

At the start of the year when students are moving between classes in lines, students will not be able to use restrooms at this time. Instead, students will start each day with two individual paper restroom passes. Students will be able to use those two passes in any class throughout the day, as needed for a restroom break. Students will be dismissed from class one at a time for restroom breaks. Students will have approximately 3 minutes to use the restroom and return to class. Students will not be able to use the restroom in the first five minutes or last five minutes of class. In the event that a student has already used or misplaced their restroom passes for the day, they will have an opportunity to communicate with the teacher and advocate for their needs. Unused restroom passes may be redeemed for a POWER point at the end of each day.

As the year progresses and students are freely passing between classes, those passing periods are the best opportunity for students to use the restroom. If other urgent restroom needs arise outside of passing periods, students will have an opportunity to communicate with the teacher and advocate for their needs.

Using Technology Wisely

- Cell Phones
 - Phones stay in backpack, cubby/locker, or pockets
 - If phones are being used or making noise, the first time within a class period is a warning, the second time the device will be held onto by an adult until EOD
- Chromebooks & internet access at school:
 - **Availability:**

- Classrooms will have chromebooks in a cart to be accessed only when a student needs one for the lesson.
- **Approved websites:**
 - Students should stay on sites that help them complete the task at hand, and avoid sites that are a distraction.
 - Teachers will give specific directions for either the specific site to be on (e.g. Google Classroom or Amplify), or they will give specific directions for the kind of work that students are to be doing at that time (e.g. researching whether all planets in the solar system have a day/night cycle) that might take them to a range of appropriate websites.
 - Sites that are almost **always a distraction**:
 - **Social Media** (Discord, Twitch, Instagram, Tiktok, Facebook, etc.)
 - **Games** (even if they're quasi-educational)
 - Sites that require students to develop and **use judgement**
 - **Google** (could be used to define a word you don't know, or access a quick calculator. It could also be used to find out when the newest Jordans drop)
 - **Youtube** (could be used to access some music to listen to while you work and just run in the background, or you could get distracted and spend 10 minutes trying to find just the right track to jam out to).
 - When in doubt, students and teachers should always go back to the guiding idea that we are trying to use technology as a tool to enhance our learning, and not as a distraction from it.
- **Headphones:**
 - Students may need, or opt, to use headphones in class with a teacher's permission.
 - As a general rule, students should only use headphones when they are completing independent work. Headphones should be off/away during class discussions, group work, or any other time a student needs to be listening to what others are saying
- **Password Safety**
 - All students are assigned a default password when their @kippendeavor.org email account is created. Students should change their passwords when they are prompted (or ask teachers to reset their passwords) to secure their accounts. Students should not share their unique password with any other student, and alert a teacher if they suspect that someone else has access to their account.
 - While students will use their @kippendeavor email for almost everything they do digitally at KIPP, they may occasionally get a login to other apps or academic websites. They should use the same password guidelines they use for their email for any username and password they have.

None of the guidelines above around technology use are exhaustive, but teachers and students will use these lists to create classroom environments that cultivate relationships, academic preparation, and balance. At its best, the purpose of technology is to enhance our lives - and in school that means enhancing our learning - not to distract. The expectations for technology use that teachers and students build together should always be built in that spirit.

We also know that some students may have a very hard time resisting the temptations that technology brings. This is a struggle not only for students, but also for many adults. As such, we will work with students (and their families) to help develop individual plans to help students develop the self-discipline necessary to avoid distraction. Those plans could involve actions like:

- Having a teacher you trust keep your cell phone safe for the day (or just for one class if that is the only place a student is struggling to avoid distractions)

- Planning with families to keep cell phones at home
- Not bringing your headphones to school
- Keeping all of your technology locked in your locker throughout the day
- Asking a teacher to reset your password

7th & 8th Grade Systems, Structures, and Boundaries

Study Hall

Study skills and organizational habits are important for students to develop during their middle school experience. Seventh and eighth grade students will have a structured study hall daily (Monday through Thursday) that will allow them to find a system of organization that works best for them, as well as have access to teachers for additional academic support.

Enrichment

Enrichment is a time to explore new activities and potential passions. Students will have an opportunity to select different enrichment activities throughout the year. Enrichment classes will be daily (Monday through Thursday) and will allow students to experience a variety of interests with a variety of teachers by years' end.

Hallway Transitions

By seventh and eighth grade, students will develop time management and organizational skills that allow them to transition from class to class in a safe, calm, and purposeful manner. During the passing period, students should have enough time to visit their lockers, use the restroom, or have quick conversations with other students or teachers, and should use their best judgement in order to prioritize tasks that need to be completed during this limited time. Students are expected to move with purpose during transitions and arrive at their next class before the tardy bell rings. Students are expected to use their locker to store personal belongings (including backpacks, purses, and cell phones), as backpacks are not allowed in classrooms. Students should not share their locker or locker combination with anyone to keep their personal belongings secure. If students are struggling during hallway transitions, teachers will support them to help strengthen some of the self-regulation, time management, or organization skills they are still working to develop.

Restrooms

Seventh and eighth grade students are expected to take care of the majority of their restroom needs during passing periods. Students are also expected to use the restroom at regular enough intervals so that they are not waiting until the last minute and creating unnecessary restroom emergencies. We are all human, however, so we understand that urgent restroom emergencies sometimes occur.

When students have an urgent need to use the restroom during class, it is necessary for students to communicate with their teachers. For example, students who experience a monthly menstrual cycle will need to communicate when they need to go to the restroom more frequently during that week. Students who are experiencing digestive issues will need to communicate that they need more time in the restroom before returning to class.

When students have to use the restroom during class, they should move with purpose so that they are not missing out on learning. Students should not ask to use the restroom when they just need a break, need to go to their lockers, or need to visit the nurse. Instead, students should clearly communicate their needs to teachers. Students will be dismissed from class one at a time for restroom breaks during class, and will have approximately 3 minutes to use the restroom and return to class.

Using Technology Wisely:

Our students live in an age of unprecedented access to technology, and learning how to harness technology to enhance learning is an important part of the middle school experience. At KIPP, we use technology - whether it's a school-issued chromebook, a cell phone, or another device- to enhance our learning, not distract from it.

To this end, teachers may use a number of the following strategies to ensure we strike the right balance between access to technology and minimizing distractions to learning:

Cell Phones

- **Classroom cell phone storage system:** Teachers might use a numbered organizer where kids can place their phone safely at the beginning of class. Then phones would be readily available if needed, but the temptation to be distracted from learning would be minimized.
- **Out of sight:** Teachers might use a “phone away” policy in class where kids should not have their phones out during certain portions of class, but would have their phone in a desk or in a bag with them in case they needed to do a quick calculation or google an answer to a question.
- **Screens face down:** Similar to “phones away”, teachers may ask that students who have a phone in class just keep the phone on their desk but screen side down unless they have a specific academic purpose for using their phones

Headphones:

- Students may need, or opt, to use headphones in class with a teacher’s permission.
- As a general rule, students should only use headphones when they are completing independent work. Headphones should be off/away during class discussions, group work, or any other time a student needs to be listening to what others are saying

Passwords:

- All students are assigned a default password when their @kippendeavor.org email account is created. Students should change their passwords when they are prompted (or ask teachers to reset their passwords) to secure their accounts. Students should not share their unique password with any other student, and alert a teacher if they suspect that someone else has access to their account.
- While students will use their @kippendeavor email for almost everything they do digitally at KIPP, they may occasionally get a login to other apps or academic websites. They should use the same password guidelines they use for their email for any username and password they have.

Chromebooks & Internet Access at School:

- **Availability:** Similar classroom expectations will apply to chromebooks as do to student cell phones. Some teachers may keep chromebooks in a cart to be accessed only when a student needs one, while others may have students keep their chromebooks at their desk and/or closed when they’re not in use for class.
- **Approved websites:**
 - Students should stay on sites that help them complete the task at hand, and avoid sites that are a distraction.
 - Teachers will give specific directions for either the specific site to be on (e.g. Google Classroom or Amplify), or they will give specific directions for the kind of work that students are to be doing at that time (e.g. researching whether all planets in the solar system have a day/night cycle) that might take them to a range of appropriate websites.

- Sites that are almost **always a distraction**:
 - **Social Media** (Discord, Twitch, Instagram, Tiktok, Facebook, etc.)
 - **Games** (even if they're quasi-educational)
- Sites that require students to develop and **use judgement**
 - **Google** (could be used to define a word you don't know, or access a quick calculator. It could also be used to find out when the newest Jordans drop)
 - **Youtube** (could be used to access some music to listen to while you work and just run in the background, or you could get distracted and spend 10 minutes trying to find just the right track to jam out to).
- When in doubt, students and teachers should always go back to the guiding idea that we are trying to use technology as a tool to enhance our learning, and not as a distraction from it.

None of the guidelines above around technology use are exhaustive, but teachers and students will use these lists to create classroom environments that cultivate relationships, academic preparation, and balance. At its best, the purpose of technology is to enhance our lives - and in school that means enhancing our learning - not to distract. The expectations for technology use that teachers and students build together should always be built in that spirit.

We also know that some students may have a very hard time resisting the temptations that technology brings. This is a struggle not only for students, but also for many adults. As such, we will work with students (and their families) to help develop individual plans to help students develop the self-discipline necessary to avoid distraction. Those plans could involve actions like:

- Having a teacher you trust keep your cell phone safe for the day (or just for one class if that is the only place a student is struggling to avoid distractions)
- Planning with families to keep cell phones at home
- Not bringing your headphones to school
- Keeping all of your technology locked in your locker throughout the day
- Asking a teacher to reset your password

Large Community Damanaging Offenses

We believe that all behaviors are part of a bigger set of circumstances and if any of the following behaviors happen we will take a step back to consider all circumstances before responding. The following chart describes how we think about and respond to behaviors that either are detrimental to the school culture we're building together or are unsafe for our students and staff. **If a student engages in any of the behaviors on the chart below, the incident will be discussed with a parent or guardian regardless of the level of severity.**

One way to think about an incident is in terms of how severe that incident was. Generally, we use the following levels to think about severity:

- **Minor** - This is the first time or one of the first times a student engaged in the behavior. The behavior didn't put anyone's health or safety at serious risk. The hope is to catch and find a strategy that eliminates issues while they are still minor.
- **Moderate** - This may be a behavior that is happening repeatedly or is causing a large disruption to multiple student's learning. Moderate behaviors often have a negative impact on KIPPsters' health or safety.
- **Severe** - A severe behavior might be one that continues despite a plan in place to help the student avoid that behavior. It also could be an incident that puts a student or students health or safety in immediate danger.

Behavior	Severity Level	Range of School Responses
Leaving class or campus without permission (elopement)	Minor	Call Parent/ Finish day in Wellness Lab
	Moderate	Call Parent/ Wellness Lab
	Severe	Up to 3 day OSS/Re-entry through the wellness lab for a plan of action and contract
Tobacco, Alcohol or Illegal drugs/substances, or paraphernalia on campus	Minor	Call Parents and Administrative Intervention
	Moderate	Call Parent/5 day OSS/Re-entry through the wellness lab for a plan of action and contract
	Severe	Referral for Expulsion
Bullying/Harassment of students or staff; including sexual and internet harassment	Minor	Parent Conference; Finish day in Wellness Lab
	Moderate	Call Parent/ Wellness Lab 1-3 day ISS
	Severe	Up to 10 day OSS/Re-entry through the wellness lab for a plan of action and contract
Physical Conflict / Fighting	Minor	Call Parent/ Wellness Lab

	Moderate	Call Parent/Up to 10 day OSS/Re-entry through the wellness lab for a plan of action and contract
	Severe	Referral for Expulsion
Gang-related activity	Minor	Call Parent/1 Day OSS/Re-entry through the wellness lab for a plan of action and contract
	Moderate	Call Parent/Up to 10 day OSS/Re-entry through the wellness lab for a plan of action and contract/Administrative Review for admittance back to school
	Severe	Referral for Expulsion
Theft	Minor	Call Parent/1 Day OSS/Re-entry through the wellness lab for a plan of action and contract
	Moderate	Call Parent/5 Day OSS/Re-entry through the wellness lab for a plan of action and contract/Administrative Review for admittance back to school
	Severe	Referral for Expulsion
Vandalism / Unsafe with objects or furniture	Minor	Contact Parent/ Payment of Repairs
	Moderate	Call Parent/Up to 1 day OSS/Re-entry through the wellness lab for a plan of action and contract
	Severe	Referral of Expulsion
Improper use of technology (including inappropriate use of social media while at school)	Minor	Parent Content/Wellness Lab/Loss of Technology
	Moderate	Call Parent/Up to 1 day OSS/Re-entry through the wellness lab for a plan of action and contract
	Severe	Up to 3 Days OSS
Removal from in school suspension (ISS) or Removal from Wellness Lab	Minor	Parent Pick-Up
	Moderate	Parent Pick Up and Parent Conference
	Severe	Call Parent/Up to 5 day OSS/Re-entry through the wellness lab for a plan of action and contract

Dress Code (5-8)

Goals of our Dress Code:

- Team - We aim to create a sense of unity and pride in our school team by having KIPP shirts!
- Self Expression - Students are unique individuals with different preferences and personalities. We hope our dress code allows students to show us who they are. We encourage families to work with their children as they develop to determine what is and is not appropriate for school.
- Safety - It is helpful to be able to easily recognize KIPP students and teammates on campus, as well as when we take field trips off campus.

Shoes	<p>Closed toed-shoes should be worn for safety. We recommend tennis shoes for comfort and ease. When tennis shoes are worn it allows students to more easily move about the classroom and play during recess or PE. There is no color requirement.</p> <p>Shoes that should not be worn:</p> <ul style="list-style-type: none">● Slippers● Slides or Sandals● High heels <p><i>**PE students in MS may have additional shoe requirements**</i></p>
Bottoms	<p>Students should wear bottoms of their choice.</p> <p>The only restriction is that bottoms must cover all parts of the underwear.</p>
Tops	<p>Students should wear an unaltered KIPP-purchased 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.</p> <p>Families have the option to purchase any of the following items:</p> <ol style="list-style-type: none">1. KIPP Polo (blue or green)2. KIPP T-shirts (blue or green)3. KIPP Long Sleeve Shirt (black) <p>GLs may design tshirts throughout the year or give out KIPP shirts as incentives for meeting certain metrics. When this happens their GL or School will provide.</p>
Outerwear	<p>KIPP sweatshirts</p> <p>Long sleeve shirts of choice may be worn under a KIPP shirt.</p> <p>Non-KIPP jackets will be left in lockers or cubbies throughout the day.</p>

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.
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Grading Policy

Grades are one data point that schools can use to communicate students' progress towards understanding and mastery of content. Families and students use grades to track progress, set goals, celebrate successes, and have conversations about what is going well and what could be going better in school. We realize that percentages and letter grades do not represent all of the habits that are necessary for students to experience academic success in school. Because of this, teachers use a common grading system so that students and families are more clear on what a students' grade represents.

Grades will be made up of two categories: Mastery and Habits. Each assignment will be assigned a category as determined by the various content areas. The names and weights of each category, as well as the typical assignments and assessments in each category, are shown in the table below.

	Mastery	Habits
Weekly Points	10 points	10 points
Assignment Types	<p>Any formative or summative assessments that are used to monitor progress towards mastery of a specific standard or topic.</p> <ul style="list-style-type: none"> ● Exit Tickets ● Rough Drafts ● Quizzes ● Selected problems or questions from a homework or classwork assignment ● Final drafts of paper or lab <p>The following assessments will be interred as an extra 10 point assignment in the Mastery category.</p> <ul style="list-style-type: none"> ● Interim Assessments ● End-of-Unit Assessments ● MU Assessments 	<p>Any work that is assigned for out-of-class completion (Homework) or in-class completion (Classwork).</p> <ul style="list-style-type: none"> ● Independent practice problems ● Notes ● Text Annotations ● Questions ● Readings ● Studying ● Projects ● Group Work Rubrics ● Class Participation ● Do Now responses

Gradebook Expectations

KIPP Endeavor teachers will maintain accurate, up-to-date gradebooks in Infinite Campus. Grades will be updated by Monday night for the previous week and shared with students and parents by the middle of the following week. Each week there should be at least 2 assignments in the Habits category and 1 assignment in the Mastery category.

- When students are absent or sick, families should communicate with teachers and the Front Office so that plans can be made to help students make up missed work.
 - ◆ Outside of excused absences, assignments in the **Mastery category can not be made up.**
 - ◆ Assignments in the **Habits category can be made up** because students continually need practice developing stronger academic habits.
- Extra credit can only be offered up to 10% of a student's grade
- Specific late work, extra credit, and make-up work policies will be finalized by grade level teams and shared with students and families.

Assignments should be named in the gradebook in a way that clearly identifies the assignment for students and families. Common abbreviations for assignments are listed below.

- ET = exit ticket (questions at the end of class)
- DN = do now (questions at the beginning of class)
- IP = independent practice (questions worked on independently during class)
- EOU = end-of-unit assessment (given at the end of a unit)
- MU = mid-unit assessment (given before the end of a unit)
- IA = interim assessment (given each quarter)
- ANET = a specific interim assessment (given online each quarter)
- CW = classwork (work completed during class)
- HW = homework (work assigned to be completed outside of class)

Communication Systems

We understand the importance of maintaining up-to-date gradebooks. We also understand that students and families can benefit from multiple modes of communication. The following systems will be used to communicate grade information to families and students:

- Report Cards: At the end of the 2nd & 4th quarter, we will mail home report cards to families. They are also available for pick-up at any time in the front office.
- 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 to answer questions and celebrate student achievement.
- Snapshots: To keep students and families informed of their child's progress, each week students will receive an update with their grades and attendance. If parents or students have questions about any of the data on the snapshot they are encouraged to contact the student's advisor or the teacher directly.
 - Email Updates: Families will receive frequent updates containing their students' data via email. Please contact the Front Office (office@kippkc.org) with any email address changes.
- 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.

GPA's

High School and college acceptance relies heavily on student grade point averages (GPAs). GPAs are calculated based on the average number of grade points earned for all classes students have taken in middle school. We celebrate GPAs each quarter to recognize academic achievement.

3.7 and above	Principal's Honor Roll	3.0 and above	Honor Roll
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Grading Scale

The following grading scale will be used to calculate students' GPA.

Letter Grade	Percentage	GPA Points
A+	9 8 - 1 0 0	4 .3
A	9 3 - 9 7	4 .0
A-	9 0 - 9 2	3 .7
B+	8 7 - 8 9	3 .3
B	8 3 - 8 6	3 .0
B-	8 0 - 8 2	2 .7
C+	7 7 - 7 9	2 .3
C	7 3 -	2 .0

	7 6	
C-	7 0 - 7 2	1 . 7
D+	6 7 - 6 9	1 . 3
D	6 3 - 6 6	1 . 0
D-	6 0 - 6 2	0 . 7
F	5 9 & b el o w	0 . 0