Team & Family Handbook 2021-2022

KIPP KC Legacy High School

Gratitude

"If I have seen further, it is because I have stood on the shoulders of giants." **Isaac Newton**

While our work is, undoubtedly, the result of the incredibly hard by everyone at the KIPP Foundation, it is also the outcome of incredible collaboration between many other leaders in education. In particular, we would like to credit the following individuals and organizations for providing us with both ideas and resources that are contained within this document:

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We are extremely grateful for the pioneering work of these incredible leaders from across our country whose commitment to educational justice made all our learning possible.

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PRINCIPAL'S WELCOME LETTER

Dear KIPP KC Legacy Team & Family,

I cannot believe this day is here. KIPP KC is opening a high school, and you are its founding students and families. I am honored and humbled to take this journey with you.

KIPP Legacy is our school. From our vision and values to our curriculum and dress code, we built it together. Our work is far from over. Throughout the course of this school year, I will work closely with all of you – students, parents, families – to create a community where everyone is safe, seen, heard, and loved. I can't think of a better group of people to partner with in this work.

As we grow together, I want to share some of my story with you.

I came to Kansas City in 2008 to teach math at East High School. Two years later, I graduated with my master's degree in education and came to KIPP KC. As a well-meaning, white, 24-year-old man teaching in a predominantly African American community, I was unprepared for the role in myriad ways. I am embarrassed by some of the policies I created and executed while a teacher and leader at KIPP. I walked 8th grade students in "straight silent lines" and made students wear white t-shirts when they were in trouble. In short, I perpetuated systems of white supremacy culture at our school.

Year after year, I have grown into this work, mainly through countless conversations with KIPP students, families, and alumni – including my daughter, Alera – that opened my eyes to the United States of America, where the odds are purposefully and precipitously stacked against people of color. When I came to Kansas City, I believed the "achievement gap" existed in a vacuum. In reality, it exists among a series of gaps – including wealth, health, social justice, and education – that are all products of systemic racism.

In Kansas City, the median net household worth is $12,329 for Latinx families and $17,600 for African American families. For whites, it's $171,000.[1] This is not by accident. It's the result of racist federal and local laws that reverberate today. As a Legacy school community and a Team & Family, we must support each other so our students can one day navigate and dismantle the systems that perpetuate these injustices.

The purpose of this handbook is to lay out our school vision and mission, along with the systems we will use to live out that vision. We will build a school that feels like home for our students and families – a homeplace. We will grow together, both inside and outside the classroom. This will culminate with our students making authentic choice for their journey after high school – through college, career, and beyond. I cannot wait to cheer as loudly as I possibly can with all of you as our students walk across the graduation stage in four short years.

My favorite KIPPism is: "Find a way or make one."

I love that simple imperative sentence because it describes KIPP at its best. We will encounter problems and setbacks in this work – and I will make mistakes – but if we continuously find creative solutions to each problem in our way, we will set our students up to climb and move mountains – for themselves, their families, and our community. Can't wait.

<div align="center">

Sincerely,

Josh Swartzlander

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[1] Urban League of Greater Kansas City. *Urban Education: Still Separate and Unequal*, (Kansas City: School Smart KC, 2019), 16-26.

VISION, MISSION, AND VALUES

Vision and Mission

In 1990, bell hooks wrote an essay titled, "Homeplace (a site of resistance)." She defined homeplace as "spaces of care and nurturance in the face of the brutal harsh reality of racist oppression... where all black people could strive to be subjects, not objects, where we could be affirmed in our minds and hearts despite poverty, hardship, and deprivation, where we could restore to ourselves the dignity denied us on the outside in the public world."[2]

At KIPP KC Legacy High School, we are a diverse homeplace where everyone is safe, seen, heard, and loved. We grow together academically, socially, and emotionally. We work together as a Team & Family to launch journeys through college, career, and beyond.

We create homeplace by celebrating the diverse identities within our Team & Family, embracing our authentic selves, and connecting across lines of difference. We listen to each other, build and restore relationships, and make sure everyone finds their niche. We constantly learn and grow together through a rigorous curriculum, launching authentic choice for college, career, and beyond.

Core Values

Our school's vision, mission, and values were created through partnership with students and families in the Fall of 2020. They represent our core beliefs about who we are as a school community.

Value	Explanation
Homeplace	As a Team & Family, we create **homeplace** together by embracing our most authentic selves and practicing self-love.
Grow	As a Team & Family, we embrace a rigorous, joyous, culturally relevant curriculum to **grow** together academically, socially, and emotionally.
Launch	As a Team & Family, we empower each other with the knowledge, skills, and resilience to **launch** journeys through college, career, and beyond.

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[2] bell hooks. "Homeplace (a site of resistance)." In *Yearning: Race, Gender, and Cultural Politics*, (Boston: South End Press, 1990), 47.

ACADEMIC PROGRAM AND COURSE OF STUDIES

At KIPP KC Legacy, we provide access to a course of studies that prepares all students for their journey through college, career, and beyond. We fully embrace an open access policy for all Advanced Placement courses, meaning all students can opt into the classes that will keep them on track to complete professional certifications, enroll in 2- and 4-year degree programs, join the military, and/or pursue entrepreneurship. In freshman and sophomore years, students take courses that keep them on track for the AP courses they may opt into. In junior and senior years, students take Junior Seminar and Senior Seminar in preparation for college and career decisions. Students have options – especially in their junior and senior years – for their path through both core content courses, electives, and off-site alternative crediting.

Course of Studies

Subject	9th Grade	10th Grade	11th Grade	12th Grade
English	English 1	**English 2**	English 3	English 4
			AP Language and Composition	AP Literature and Composition
Composition	Composition 1	Composition 2	None	
Math	**Algebra 1[3]**	Geometry	Algebra 2	College Algebra
				AP Statistics
				AP Calculus AB
	Geometry	Algebra 2	AP Calculus AB	AP Calculus BC
History	World History	AP World History	US History	**US Government**
			AP US History	**AP US Government**
Science	Physics	Chemistry	**Biology**	AP Biology
				Physics
				AP Environmental Science
Foreign Language	None	Spanish 1	Spanish 2	Spanish 3
		TBD	TBD	TBD
Seminar	None		Junior Seminar	Senior Seminar
Electives	Physical Education	Physical Education	Physical Education	Physical Education
	Concert Band	Concert Band	Concert Band	Concert Band
	PLTW	PLTW	PLTW	PLTW
	Performing Arts	Performing Arts	Performing Arts	Performing Arts
	Health	Health	AP Seminar	AP Research
	Personal Finance	Personal Finance	Personal Finance	Computer Science
			Computer Science	Weightlifting
	Weightlifting	Weightlifting	Weightlifting	Art
	TBD	Art	Art	TBD
	Note: Course offerings are subject to change based on enrollment, faculty, or other outside factors.			

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[3] Classes in bold have mandatory Missouri End of Course assessments.

Course Offerings and Descriptions

ENGLISH DEPARTMENT

English 1 – Course Code

The English 1 course is devoted to the study of the foundations of literature, poetry, nonfiction, and drama as well as underlying themes about self-discovery, identity and culture, and decision making. Students read texts of increasing complexity, with a focus on analyzing how authors use literary elements to develop multiple layers of meaning. Texts include Odyssey, The Bluest Eye, and Othello.

Composition 1 – Course Code

Composition 1 is a writing-intensive course. Students will engage in frequent analytical writings aligned to AP English free-response questions. Students will build on their writing skills from middle school, integrating evidence to support their statements of theme and building up to the ability to produce five-paragraph process essays that apply varied syntax and precise diction. Essays are predominantly analytical, with a secondary focus on open-ended argumentative prompts about texts.

English 2 – Course Code

English 2 is devoted to a study of foundational literature, nonfiction, and their relationship to themes such as otherism, power dynamics, and perspectives. By the end of the course, students will have a keen sense of how literature creates discourse with itself and within issues of social justice. They will also have the skills necessary to perform at the rigorous academic level of the AP English Language and Composition course. Texts include The Great Gatsby, In the Time of the Butterflies, and Things Fall Apart.

Composition 2 – Course Code

Composition 2 is a writing-intensive course. Students will build on their writing skills from Composition 1, producing full-length AP-style essays on demand and developing the ability to produce process essays that extend beyond the five-paragraph response and apply varied syntax and elevated diction. Essays range from the analytical to the argumentative. In addition to frequent analytical timed writing aligned to AP English (specifically asking students to respond with a fully drafted essay to a passage they have never before seen), students will write a research paper that develops an argument on a contemporary issue, as well as process papers that consider the treatment of a given theme in works from different genres.

English 3 – Course Code

In English 3, students will analyze literature and informational texts from varied time periods to examine things such as text craft and structure, power and impact of language, arguments and claims supported by textual evidence, and influence of history, culture and setting on language. Students will also apply their understanding and analysis of these texts in argumentative, informational, and research-based essays by developing and supporting claims. Class discussions, text discussions, and presentations will be used to strengthen the speaking and listening skills needed for college and career readiness. Students in English 3 will read and analyze a variety of American literature and non-fiction texts.

English 4 – Course Code

English 4 is a rigorous course focused on elements of Senior level English/Literature and preparation for college essay completion. The course will use texts of high complexity to integrate language arts study in reading, writing, speaking, listening, and language for college and career readiness. Students will analyze varied texts for what they say explicitly as

well as logical inferences that can be drawn, exploring how the author achieves his/her purpose, analyzing rhetoric devices, and responding to literature for personal and analytic purposes. Students will focus on writing for varied purposes, such as developing and supporting argumentative claims and writing to sources using text-based evidence and reasoning.

AP Language and Composition – Course Code

The overarching goals of AP English Language and Composition are for students to learn to question what they read and hear, to create arguments that are sustainable and supported, and to write powerfully so that their voices are heard. The heart of AP Language is analysis and argument; students will deconstruct the rhetoric of texts and construct their own arguments in response. In order to do this, students will zoom in on the details of a piece of non-fiction while simultaneously zooming out to consider the rhetorical situation. Students will grapple with language, analyzing the function of words, phrases, and syntax, and their role in purposeful writing, ultimately allowing students to craft their own style and voice. Students will become critical editors and reflective writers as they engage in process-based essays, peer editing, and on-demand writing exercises.

AP Literature and Composition – Course Code

This course builds on the skills introduced in English 1 and 2, and on the analytical and written skills in AP Language & Composition. It is critical that students are exposed to both the *skills* of reading and interpreting literature at a college-ready level and the *content* of canonical works of literature, common trends and archetypes, literary movements and styles, common literary devices, and the vocabulary of literary and poetic analysis, as these content and skills support each other and will enable students to see success on the AP Exam. On-demand writing will be a task that happens repeatedly throughout the year—formally in on-demand assessments at the end of every unit and on Interim Assessments, but also informally in practice tasks and exit tickets.

MATH DEPARTMENT

Algebra 1 – Course Code

Algebra 1 is the first course in a three-year sequence of high school mathematics courses that will prepare students who begin with this class in 9th grade to take an AP Mathematics course (AP Calculus or AP Statistics) in their senior year. Algebra 1 sets the foundation for the work students will do in high school mathematics and uses the Common Core State Standards (CCSS) as a foundation. "The Story of Functions," as coined in Eureka Math, continues in 9th grade with Algebra 1, and there is a heavy focus on three major function types: linear, quadratic, and exponential.

Geometry – Course Code

This geometry course is the middle course in a three-year sequence that will prepare students who took Algebra 1 in 9th grade to take AP math during their senior year. Because of their direct alignment with AP Calculus, trigonometry, area and volume, and circles are emphasized in the curriculum. The right triangle trigonometry in this course builds towards the unit circle trigonometry in Algebra 2, which is foundational for AP Calculus. Area and volume are important in estimating area in accumulation functions as well as finding the areas and volumes of curved and rotated figures. Work with circles and tangents will prepare students to understand one of the central topics in Calculus: instantaneous rate of change. In addition, this curriculum asks teachers to teach concepts on the coordinate plane when appropriate conceptually because many of the skills above are grounded in (and assessed on) the coordinate plane in AP Calculus and on the ACT.

Algebra 2 – Course Code

Algebra 2 is the third course in the AP-for-All high school math course sequence. This curriculum is designed to prepare students to be ready for either AP Statistics or AP Calculus by their senior year. While historically many schools have had separate Algebra 2 and Pre-calculus courses, this course is intended as both Algebra 2 and Pre-calculus to enable a path for students to be able to choose to enroll in AP Calculus by the end of the course. When students leave this course, they should be fluent in the following areas: mastery of solving, graphing, and modeling with all types of functions (quadratic, polynomial, radical, rational, exponential, logarithmic, trigonometric, and piecewise), solving systems of equations, applying rules of rational exponents, performing operations with the complex number system, creating and using inverse and composite functions, the unit circle, and trigonometric equations and identities.

College Algebra – Course Code

This course will help you develop your logical thinking and problem-solving skills; you will have the opportunity to apply your prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, you will be required to communicate mathematical ideas using symbolic and written forms. Topics in this course include laws of exponents, factoring, inequalities, polynomials, roots, linear and quadratic equations, complex numbers, rational functions, systems of equations, exponential, logarithmic functions, and inverse functions. This course will provide you with a solid foundation of concepts and skills necessary to advance to Statistics or Precalculus.

AP Statistics – Course Code

AP Statistics introduces high school students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: Selecting Statistical Methods, Data Analysis, Using Probability and Simulations, and Statistical Argumentation. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP Calculus – Course Code

AP Calculus is the culminating course in the AP for All math curriculum. This course focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course lives as a cohesive whole, rather than a collection of unrelated topics. Calculus is concerned with change and motion, and it deals with quantities that approach other quantities. This course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. This course requires students to use definitions and theorems to build arguments and justify conclusions. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

HISTORY DEPARTMENT

World History – Course Code

Focused on the course of humanity from the Neolithic Revolution to ca. 1450, World History orients incoming freshmen to a historian's skill set. Students will analyze, sequence, compare, and evaluate events and developments in human history to better understand and appreciate the world around them. The course is deliberately global in nature, aiming to draw cross-cultural comparisons whenever possible, rather than a country by country approach of events across 10,000 years of history. Its focus is on broad themes of global history rather than specific trivia; the primary goal is to build students' geographic and chronological awareness and evidence-based historical reasoning skills.

AP World History – Course Code

AP World History: Modern is a course that is designed to mimic a one-semester college modern world history course. It covers world history from the year ca. 1200 to the present day, with a deliberate focus on broad patterns, themes, and global connections. The course is also designed to avoid a Eurocentric perspective by ensuring that a majority of lessons focus in part or whole on regions beyond the West. By nature of its global scope and wide time frame, the AP World History: Modern course should push students to think in terms of big picture concepts ideas rather than the memorization of discrete and isolated trivia. The assessment design reflects this instructional approach, with questions asking students to apply their knowledge in service of big ideas and overarching key concepts than transcend individual countries or events.

US History – Course Code

United States History consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history.

AP US History – Course Code

This AP U.S. History Scope and Sequence is built on the College Board Course and Exam Description's curricular framework, which includes two essential components: a) Historical Thinking Skills and Reasoning Processes and b) Course Content. This course, just like the CED, is organized into nine chronologically organized periods, with start and end dates that represent turning points in U.S. history. These nine periods correspond directly to the nine units laid out below, which begins with indigenous people that inhabited North America prior to the arrival of European explorers and colonizers and ends with challenges facing the country in the present day.

US Government – Course Code

United States Government pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. The primary content emphasis for Economics pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

AP US Government – Course Code

AP U.S. Government and Politics is a nonpartisan, college-level year-long course that not only seeks to prepare students for success on the AP exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system. While this year-long KIPP curriculum seeks to prepare students to earn a qualifying score on the AP U.S. Government and Politics exam in May, the primary aim of the course is to teach students how to strategically access policymaking institutions and influence policy change. Understanding how to drive policy change is a tangible must for students in pursuit of a more just, equitable society.

SCIENCE DEPARTMENT

Physics – Course Code

Physics is designed to provide students with knowledge of concepts in classical physics while preparing students for AP Science courses, the ACT, and writing college-level laboratory reports. In each unit, certain AP Physics 1 Science Practices are emphasized to develop the scientific thinking skills needed to succeed in any AP Science course, and college and professional laboratory settings. Furthermore, the CCRS standards that align to the emphasized AP Science Practice have been integrated into each unit. This curriculum does not follow the traditional model where students learn kinematics and dynamics separately. Instead, the curriculum zooms in on how and why particles and energy behave in certain ways under specific conditions so that students can continuously develop and refine their own model for how the world operates.

Chemistry – Course Code

This chemistry course is the second in a 9-11 sequence that will prepare students to take AP Science during their senior year. Next Generation Science Standards (NGSS) are the basis for this course. Students will consistently be engaged in AP Science Practices such as constructing explanations, arguing from evidence, developing and using models, and planning and conducting investigations. This aligns with the attention to modeling and emphasis on analytical reading and writing that is focused upon throughout all science curricula. The curriculum emphasizes the structure of matter, the properties of matter, and the energy changes involved in the reorganization of matter. By learning about the fundamental structure and properties of matter, students have a foundation from which to work from in order to better understand atomic and molecular structure and properties. They also will be able to frame chemical interactions within a model of matter based on particles, which will allow them to understand intermolecular forces, kinetics, and chemical reactions.

Biology – Course Code

Biology serves as a precursor to AP Science courses. In this course, students will cultivate their understanding of the interconnectedness of the living and nonliving factors on Earth. Focusing on four core areas—ecological systems, cellular systems, genetics, and evolution—students will apply scientific practices and cross-disciplinary skills to further develop their understanding of life on Earth. The core areas are divided into six units in order to further align to the detail and rigor of an AP Course and provide a deeper understanding of major concepts like biochemistry, biological homeostasis, and molecular genetics.

AP Environmental Science – Course Code

In this course, students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. They take part in laboratory investigations and field work. The course focuses on five units: Explaining environmental concepts and processes; Analyzing data, visual representations, and writings; Applying quantitative methods in solving problems; Proposing a solution for an environmental problem and supporting your idea with evidence; and Analyzing a research study to identify a hypothesis.

AP Biology – Course Code

AP Biology is an introductory, college-level biology course. Students will explore the topics of evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions through scientific inquiry and lab-based thinking. The course prioritizes the depth of conceptual understanding and the development of science practice skills through inquiry-based investigations, rather than the memorization of the entire breadth of college-level biology content. This course will help students foster their experimental design and thinking skills through anchor labs that should take up about 25% of this course. These labs will serve as the bridge between content and skills as the best opportunities for students to apply the science practices. The science practices will also facilitate the application of biological content to the real world. Students will have opportunities throughout this course to experience

how biology lives in our world every day through lens of the science practices. Students will analyze case studies and data to make connections from the biological content to things that are happening in our modern world.

FOREIGN LANGUAGE DEPARTMENT

Spanish 1 – Course Code

Spanish 1 provides students with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading, and limited writing.

Spanish 2 – Course Code

Spanish 2 builds on knowledge gained in Spanish 1: listening, speaking, reading, and writing. Emphasis is on pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students are exposed to the past tenses, future, conditional, and subjunctive mood. Students are expected to apply tenses in their writing and speaking.

Spanish 3 – Course Code

This course builds upon knowledge gained in Spanish 1 and 2, and introduces students to new vocabulary, structures, and expressions. Students are expected to expand their vocabulary range to include more sophisticated terms and use advanced language expressions, verb tenses, and grammatical concepts such as the pluperfect and the subjunctive mood. Students will view Spanish language films, read selected Spanish literature, and discuss.

COLLEGE & CAREER SEMINAR

Junior Seminar – Course Code

In Junior Seminar, students build on the work from freshman and sophomore Advisory, charting their journeys through college, career, and beyond. Students create and polish resumes, make plans to take the ACT, and begin researching their college and career options in Kansas City and beyond. They set personal goals for themselves around GPA, as well as self-care. They apply for summer programs and practice applying to scholarships.

Senior Seminar – Course Code

In Senior Seminar, students build on the work from Junior Seminar, officially launching their journeys through college, career, and beyond. Students set goals around college admissions, scholarships, professional certifications, and/or military enrollment. They monitor and update their progress over the course of the year.

ELECTIVES DEPARTMENT

Physical Education – Course Code

Physical Education is designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Early in the fall students fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments we will develop a baseline in which we will use to set personal fitness goals. We will explore fitness activities designed to improve all areas of fitness. Students will improve their scores on their baseline fitness tests through regular cardiovascular endurance training, muscular endurance training, and activities designed to increase current levels of fitness. Students will be introduced to

life-long activities designed to increase their likelihood of exercising in the future. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health.

Weightlifting – Course Code

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats, cleans, and bench press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course.

Concert Band – Course Code

Freshman Band is offered to entering 9th grade band students for the study and performance of quality band music. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills. Concert Band is a continuation level course for students with at least one year of previous band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate level band music.

Art – Course Code

The primary focus of this course is to introduce students to the basic concepts of drawing and painting, including the visual vocabulary used in creating and critiquing artwork. Students will explore the elements and principles of art through drawing and painting. A variety of media and methods will be examined (i.e. charcoal, colored pencil, oil pastel, pen and ink, scratch art, watercolor, acrylic paint, and mixed media.) Students will be given instruction in design and painting tools, techniques, and color theory. In this course students will also study the historical and cultural aspects of drawing and painting. Advanced Drawing and Painting is a course designed for the serious art student who is considering studying drawing and painting after high school, and advanced students who are interested in acquiring new skills and further developing their talents.

Performing Arts – Course Code

This course introduces students to dance and theater, and allows students to refine and pursue their focus. It explores theater from page to stage as a live performing art. Topics include the relationship between theater and society (historical and contemporary), dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. Dance begins with the demarcation of various dance styles: ballet, modern, jazz, Afro, lyric, musical comedy, and hip-hop. Students learn turns, hops, jumps, and leaps, among other techniques.

Health – Course Code

Health education provides students with experiences and opportunities to acquire the knowledge, attitudes, and skills necessary to achieve health literacy. This one-semester course follows the National Health Education Standards and includes the following units: Alcohol, tobacco, vaping, opioids and other drug awareness; Healthy eating and nutrition; Social, emotional, and mental health; Personal health and wellness; Physical activity; Safety and injury prevention; Sexual health; and Violence prevention.

Personal Finance – Course Code

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues.

AP Seminar – Course Code

In this course, students develop and practice the skills in research, collaboration, and communication they will need in any academic discipline. Students investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Units include Reading and analyzing articles, studies, and other texts; Gathering and combining information from sources; Viewing an issue from multiple perspectives; and Crafting arguments based on evidence.

AP Research – Course Code

In this course, students build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. Units include Conducting independent research; Analyzing sources and evidence; Applying context and perspective; Writing a college-level academic paper; and Presenting research findings to an audience.

Engineering – Course Code

Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.

Graduation Requirements

At KIPP KC Legacy, our graduation requirements are designed to meet the bar of the State of Missouri and also prepare students for college, career, and beyond.

Subject	Units of Credit	Additional Requirements
English	4 credits	Students must take the English 2 EOC.
Composition	1 credit	
Math	4 credits	Students must take the Algebra 1 EOC.
History	3 credits	Students must pass a U.S and Missouri Constitutions test and an American Civics test. Students will prepare for and take both tests through the History curriculum. Students must take the US Government EOC.
Science	3 credits	Students must take the Biology EOC.
Foreign Language	2 credits	Students must take two years of the same foreign language.
Fine Arts	1 credit	
Practical Arts	1 credit	
Physical Education	1 credit	Students must complete 30 minutes of cardiopulmonary resuscitation and instruction, and training in the proper performance of Heimlich maneuver or other first aid for choking.
Health	0.5 credits	
Personal Finance	0.5 credits	
Electives	3 credits	
Total	24 credits	

Promotion Requirements

Students may not "drag" more than one missing credit into the subsequent academic year. Therefore, any student who fails three courses in each year, or fails two courses and is dragging one from a prior year, will be a candidate for retention. Students who fail Fine Arts, Practical Arts, Physical Education, Health, or Personal Finance may be required to take a supplemental online course or find an alternative program.

Real World Learning

KIPP KC Legacy High School provides a curriculum that allows all students to opt into Advanced Placement classes as they become sophomores, juniors, and seniors. We also embrace a number of additional paths toward college, career, and beyond through Real World Learning. KIPP KC Legacy High School partners with organizations across the Kansas City Metro that give students opportunities to build skills directly related to a chosen career path. In some cases, this means students receive a number of credits outside the KIPP KC Legacy High School course of studies. The goal for KIPP KC Legacy High School is for every student to graduate with a high school diploma and at least one of the following endorsements:

Path	Requirements
College Credit	Student completes at least 9 hours of college-level credit, progressing toward an industry-recognized degree or credential.
Advanced Placement	Student scores a 3 or higher on at least 3 AP assessments.
Industry-Recognized Credential	Student completes at least 1 industry-recognized certification or credential (qualified list published by state education department and reviewed by employers).
ACT	Student has an ACT Superscore of 24 or higher.
Military	Student plans to enlist in a branch of the United States Armed Forces. Student must meet with a recruiter, take the Armed Services Vocational Aptitude Battery, and score a 31 or higher on the Armed Forces Qualification Test.
Internship and/or Client Project	Student completes a qualified internship and/or client project. Qualified internships count for high school and/or college credit and/or are paid, include a minimum of 120 hours within a calendar year (60 hours onsite), and include evaluation by a work manager in addition to an educator. Qualified client projects involve authentic methods and tools used by professionals in a work environment, include mentoring and evaluation by working professionals, and result in an output that is viewed as value-add by external stakeholders and resume-worthy.
Entrepreneurship	Student completes a qualified entrepreneurial experience. Qualified entrepreneurial experiences identify a social or market problem or opportunity and mobilize resources to research and address it. Leveraging input and support from multiple stakeholders, the student analyzes, prototypes, implements, reflects, and adapts potential solutions. Outputs include a market and stakeholder research summary, a business plan that includes an assessment of costs and benefits associated with development or operation of their proposal, and feedback from relevant external stakeholders obtained through exhibition or shark-tank style pitch.

Goal-Setting

We have clear goals for our students during their time at KIPP KC Legacy High School and for college, career, and beyond. Our goals reflect the importance of both mastery and growth. They also reflect the importance of both college matriculation and choice for our students as they navigate their decisions to pursue professional certifications, 2-and 4-year degrees, the military, and/or entrepreneurship. Specifically, our goals are codified thusly:

Topic	Goal
Real World Learning	• 100% of students meet the requirements of at least one of the six Real World Learning Paths: College Credit, Advanced Placement, Industry-Recognized Credential, ACT, Military, Internship/Entrepreneurship
ACT	• At least 75% of students score 21 or above on the ACT • At least 35% of students score 24 or above on the ACT • At least 3 points of growth from pre-test to post-test in 9th grade • At least 2 points of growth from pre-test to post-test in 10th grade • At least 2 points of growth from pre-test to post-test in 11th grade
Cumulative GPA	• At least 85% of students have a 2.5+ GPA at the start of their senior year • At least 65% of students have a 3.0+ GPA at the start of their senior year • At least 35% of students have a 3.5+ GPA at the start of their senior year • At least 85% of students have a 2.5+ GPA at each grade level • At least 65% of students have a 3.0+ GPA at each grade level • At least 35% of students have a 3.5+ GPA at each grade level
Advanced Placement	• At least 90% of students take 1+ AP Exams before they graduate • At least 50% of students pass 1+ AP Exams before they graduate • At least 50% of students take 3+ AP Exams before they graduate • At least 25% of students pass 3+ AP Exams before they graduate • At least 85% of students score a 2 or higher on each AP Exam • At least 50% of students score a 3 or higher on each AP Exam • At least 35% of students score a 4 or higher on each AP Exam

Multiple Academic and Career Pathways

Our mission as a region and as a school is to provide skills and confidence for our students to pursue the paths and opportunities they choose and, as a school, we want to give students the opportunity to explore these paths during high school. The academic path for each student at KIPP KC Legacy High School is unique, but everyone will arrive at the same goal: preparation with skills and confidence to pursue the paths they choose – through college, career, and beyond – to lead a fulfilling life. We do this by offering KIPP Through College and Career Counseling and by providing students with multiple course options.

Provide KIPP Through College and Career Counseling

As our students work to fulfill their dreams, it is imperative that they have a group of people to be their cheerleaders, their advocates, and their guidance counselors. We want students to have choice in their path and also be informed as to how best to choose their path, what classes they need to fulfill to make their dreams a reality, and what other requirements may need to be met on their path to college, career, and beyond. To ensure that our students are receiving guidance on the path that they choose so that they will lead fulfilling lives, we partner with the KIPP Through College and Career Program to provide the following:

- **Seminar Classes for All Students** (using KIPP College Knowledge and Career Success Curriculum)

- **Career Exploration** (e.g. YouScience, Career Fairs, Internships, Real World Learning)
- **Postsecondary Match** (e.g. Wishlists, Applications, Match Selections, FAFSA)
- **Programming for Families and Students** (e.g. FAFSA, College Applications, CTE Programs)

Provide Multiple Course Options

As we prepare students to be successful in college, career, and beyond, we give students choice in the paths they take to get there. KIPP KC Legacy High School has a transparent course enrollment policy, meaning that courses and their requirements are openly shared and that no teacher will make the decision as to whether a student is "ready" for a particular class. Rather, students have choice in their academic pathway from the following types of courses:

- **Advanced Placement Classes:** Any student may take an AP class at any time with no prior testing prerequisites or teacher recommendations
- **Dual Enrollment Classes:** Students who meet state Dual Enrollment requirements may take dual enrollment classes
- **Career and Technical Education Classes:** Any student may enroll in Career and Technical Education classes and work their way toward an industry certification and/or college credit

In offering multiple course options, we allow our students opportunities they would not have at other high schools, thus fulfilling our goal of having every student who graduates from KIPP KC Legacy High School ready for college, career, and beyond.

GRADING POLICIES

Grade Point Average (GPA) is the core determining factor of a students' application success for college and careers. Furthermore, research has shown that regular, high-quality feedback is the second most important driver of student achievement. Therefore, teachers at our school employ a common grading system to ensure a high degree of integrity behind our grades.

KIPP KC Legacy High School uses the following scales to determine GPA. Students who earn an A+ earn a 0.33 GPA bonus. Students enrolled in an AP course earn a 1.00 bonus.

Letter Grade	Percentage	GPA Points	GPA Points (AP)
A+	97-100	4.33	5.33
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
F	67-69	1.33	2.33
F	63-66	1.00	2.00
F	60-62	0.67	1.67
F	0-59	0.00	0.00

Grading Categories and Weights

KIPP KC Legacy High School teachers employ a common set of grading categories for all academic courses and, in most cases, in non-academic courses as well. The names and weights of each category, as well as the appropriate categorizations of typical assignments and assessments, are detailed in the table below.

	Homework	Class Performance	Formative Assessment	Summative Assessment
Lower School	20%	40%	20%	20%
Upper School	20%	20%	20%	40%
Assignment Types	Any of the following when assigned for out-of-class completion: • Independent practice problems or exercises • Notes/Annotations • Questions • Readings • Studying • Projects	Any of the following when assigned for in-class completion: • Independent practice problems or exercises • Notes/Annotations • Questions • Readings • Group Work Rubrics • Class Participation or Seminar Rubrics • Do Now responses	• Exit Tickets • Rough Drafts • Quizzes • Selected problems or questions from a homework or classwork assignment	• Interim Assessments • End-of-Unit Assessments • Final drafts of paper or lab • Seminar write-ups • On-Demand Assessments • Summative seminars

CALENDAR AND SCHEDULES

Annual Calendar

KIPP:KC

Jul-21
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug-21
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sep-21
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct-21
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7		9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov-21
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec-21
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan-22
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb-22
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Mar-22
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Apr-22
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May-22
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jun-22
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21-22 Calendar

		Days w/ Fridays	Including Friday Hours
July:	Q1	39	273
7/26 - New to KIPP Staff PD	Q2	44	308
7/27-8/6 All Staff PD	Q3	41	287
August	Q4	49	343
9-13 1:1 Parent conferences		173	1211
16 First day of school			

September
6 No school - Labor Day

October
10 End of First Quarter
13 No School - Parent/Teacher Conferences
14 No School - Parent/Teacher Conferences

November
22 - 26 No School - Thanksgiving

December
18 - End of Quarter 2
23 - 31 No School - Winter Break

January
3-4 No School - Staff PD
18 - No School - MLK Jr. Day

February
15 No School - Presidents Day

March
4 End of Quarter 3
10 No School - Student Led Conferneces
11 No School - Student Led Conferences
14 - 18 No School - Spring Break

April
26-5/14 Map State testing

May
20 End of Quarter 4, Last day of school
27 Last day of school for staff

Summer School: June 1-July2

	No Student Attendance / Teacher Workday
	No Student or Teacher Attendnace
	Virtual Fridays for all students/staff (no in-person attendance)

** KCPS is doing conferences Feb
** UA is doing Spring break the we

Daily Bell Schedules

MONDAY-THURSDAY

DAILY BELL SCHEDULE					
Time	**1**	**2**	**3**	**4**	
7:05	Teachers Report				
7:08-7:20	Arrival/Breakfast				
7:24-8:14	P.E./Weightlifting	Performing Arts	World History	Composition I	PLTW
8:18-9:08	English I	P.E./Weightlifting	Performing Arts	World History	
9:12-9:39	Advisory/Study Hall (Snack)				
9:43-10:33	Algebra I	English I	P.E.	Performing Arts	
10:37-11:27	Physics	Algebra I	English I	P.E.	
11:31-12:21	Composition I	Physics	Algebra I	English I	
12:25-12:48	Lunch				
12:52-1:42	World History	Composition I	Physics	Algebra I	
1:46-2:36	Performing Arts	World History	Composition I	Physics	

FRIDAY

EARLY RELEASE SCHEDULE (FRIDAY)				
Time	**1**	**2**	**3**	**4**
7:05	Teachers Report			
7:08-7:20	Arrival/Breakfast			
7:24-8:31	Class A	Intervention/Study Hall	Class C	Class B
8:35-9:42	Class B	Class A	Intervention/Study Hall	Class C
9:46-10:53	Class C	Class B	Class A	Intervention/Study Hall
10:57-12:04	Intervention/Study Hall	Class C	Class B	Class A
12:08-12:35	Club Time			
12:39-1:00	Lunch			

STUDENT HABITS AND CLASSROOM PROCEDURES

At KIPP KC Legacy High School, we have school-wide habits and classroom procedures designed to prepare students for college, career, and beyond – while understanding developmentally appropriate expectations for teenagers and respecting individual student needs.

The list below is not exhaustive, but captures many of the core habits and procedures at KIPP KC Legacy.

Student Habits

POSTURE

Rationale	Non-Example	100% Vision
During Instruction		
How we carry ourselves matters; we send strong messages through our body language and feel things internally based on our physical dispositions. Kids are no different. When students look engaged on the outside, it influences their capacity to engage in rigorous academics with their classroom community of teammates. It also supports the speaker by giving a visual cue that the audience is listening.	• Head on desk • Any indication, via posture, that they are not paying attention and/or are not actively engaged in the lesson	• Head is not resting on desk or the bend of their elbow • Posture indicates the student is actively paying attention and engaged
During Work Time		
When students are working, it is imperative they stay focused and deeply engaged in the task at hand. However, it is also appropriate for high school students to adjust their posture while they are deep in thought and working.	• Sleeping	• Posture indicates the student is awake and actively working (e.g. thinking, writing, reading)

TRACKING

When to Ask for Tracking		When Asking for Tracking is Not Needed	
• During class discussions • During teacher model • To get the attention of the class • To give directions for an activity • At the conclusion of independent work		• For one-off answers to questions where rationale is not needed • When students are reading	

Rationale	Non-Example	100% Vision
When we track, we also show the speaker support, respect, and an obvious cue that we are listening.	• Not tracking when explicitly asked • Looking in bag or desk for something while somebody is speaking • Not turning face and/or body to engage with speaker	• Full, direct eye contact with the speaker • Student expressions convey respect and interest in the speaker's content

RAISED HANDS

Rationale	Non-Example	100% Vision
It is our goal that all classrooms at will be engaging for all students. Part of meaningful engagement is reflected in students actively participating in the classroom. In an effort to	• Speaking while hand is raised • Calling out without raising a hand, unless otherwise directed by teacher	• Students raise their hands and wait to be called on before speaking

encourage equitable participation, students are expected to raise an upright hand in the air when volunteering to answer a question or ask a question during class. This is the default engagement strategy; the teacher should also use other strategies to engage student voice.		• Students participate through choral response, cold call, free discussion based on class context and teacher directions

VOICE AND VOLUME

Level	Description	Example Settings
0	**Silent**: Students do not talk or whisper. Nonverbal communication only.	Independent practice; exams
1	**Partner**: Students whisper to each other. Students are able to be heard only when three feet away.	Library; transitions during exams
2	**Small Group**: Students are talking to a peer in a small-group volume. Students are able to be heard up to six feet away.	Turn & talks; guided practice; hallways; lunch
3	**Presentation**: Students are speaking to the entire classroom so that everyone can hear.	Reporting out; presenting to a group
4	**Celebration**: Students are celebrating and enthusiastic. Yelling, cheering, etc.	Community meeting; sporting events; celebrations

PREPARED DESK AND START OF CLASS

Rationale	Non-Example	100% Vision
The start of class is a critical time for students to maximize every minute of class time. Students should start working on the Do Now immediately and silently.	• Students do not begin working when class starts • Students are horse playing as they enter the classroom • Students do not have their materials for class	• Teacher greets students as they enter the classroom • Students enter the classroom, pick up a do now by the door, and proceed to their seat • Students begin working silently on the Do Now

Students are expected to be prepared for class at all times. Students should walk into class with the following materials:

- A sharpened pencil or a working pen
- Their notebook or binder
- Their text (English)
- Their calculator (Math and Science)

Some classes may have additional requirements, such as a Chromebook or a musical instrument.

ASSIGN YOURSELF

Rationale	Non-Example	100% Vision
Time is our enemy, especially when it comes to building reading stamina and comprehension. Therefore, whenever a student finishes a task early, we want to encourage them to pick up a book and read or assign themselves to other outstanding work.	• Sleeping • Rushing through work	• As soon as students finish work or have down-time, they read a book or complete other outstanding work • Advocating for a break with the teacher as needed, and then assigning themselves

VISITORS IN CLASS

Rationale	Non-Example	100% Vision
As our students are incredibly hard working, it is not uncommon for visitors to wish to come and observe our students in action. Given this, we must be abundantly clear of what is to be expected when a class has a visitor.	• Students focusing on the visitor rather than the lesson • Students calling out to the visitor as they enter the room	• Students are focused on the lesson, not on visitors • Students appropriately engage with visitors (raise hands, answer questions, etc.)

DISAGREEING WITH A DEMERIT

Rationale	Non-Example	100% Vision
It is critical that we build both agency and self-advocacy within our students while helping them understand the ways in which this is most likely to be successful. Mistakes within the merit system are inevitable; therefore, we must provide students with a logical way to advocate for themselves as not to reinforce a command and control narrative.	• Students responding to a demerit with rolled eyes, sucked teeth, under the breath commentary, or other low-level disrespect • Students arguing with or asking to discuss the demerit during class immediately	• Responding with "Got it", "Okay", or nodding head • Asking the teacher if they can discuss the demerit later in a neutral/positive tone • Writing a note to the teacher about the demerit • Reaching out to another adult after class for support in following up with teacher

MOVING AROUND THE CLASSROOM

Rationale	Non-Example	100% Vision
When we have significant movement throughout the classroom during instruction, it can become a distraction. Therefore, students should move about the classroom only after they have been granted permission.	• Students getting up without permission during whole-group instruction • Students taking circuitous routes to socialize with peers at inappropriate times	• Students asking for permission to move about the room during whole-group instruction • Students taking the most direct route to their seat and not distracting others • Students meeting teacher expectations during group activities, labs, projects, etc.

HAND SIGNALS

Rationale	Non-Example	100% Vision
We use hand signals for agree, disagree, and support to communicate efficiently and to support each other.	• Students not supporting each other • Students calling out while using hand signals	• Students using agree hands when they agree and disagree hands when they disagree with a statement • Students use support fingers when another student is thinking or struggling through an answer

Student Dress

After a series of Family & Community meetings in the Winter and Spring of 2021, KIPP KC Legacy will not have a Student Uniform. Students must adhere to a dress code that helps decrease distractions to learning and promotes healthy relationships. Students are asked to have their body covered from "knees to shoulders" (no crop tops, tank tops, short-shorts/skirts, or large rips in jeans), and refrain from wearing items that depict or promote gangs, violence, and/or drugs. All shorts and skirts must pass the "fingertips test". Footwear and jewelry should not be distracting to learning. Students in P.E. will be allowed to dress down before class and will need athletic shoes.

On certain days, we ask that students dress up for school events and career opportunities, such as interviews.

If KIPP KC administrators determine that a student's clothing is distracting to the learning environment, they will be asked to either contact home or change into clothes provided by the school.

TEACHING FOR EQUITY

At KIPP KC Legacy High School, our students and families are primarily African American and Latinx. Meanwhile, across Kansas City and KIPP KC, the majority of teachers and administrators are white. Additionally, KIPP curriculum writers tend to be white. Doug Lemov, author of *Teach Like a Champion*, is white. Therefore, we run the risk – whether consciously or unconsciously – of injecting white supremacy culture into our curriculum and classrooms. At KIPP KC Legacy High School, our students are safe, seen, heard, and loved. This vision cannot be accomplished through curricula and teaching practices centered on white-dominant culture. At KIPP KC Legacy High School, we scrub our curriculum annually to ensure it is culturally relevant for our students. Additionally, we implement culturally relevant pedagogy.

It is not enough for Toni Morrison's *The Bluest Eye* to be on our English I reading list. In *We Want to Do More Than Survive*, Bettina Love argues that teachers must understand abolitionist, anti-racist teaching is explicitly the goal for their classroom.

> White, well-meaning, liberal teachers can be racist too. Therefore, understanding how racism works and understanding how White privilege functions within our society does not bring us any closer to justice, and it certainly does not undo the educational survival complex. Knowing these truths is the first step to justice, but it's only a start… The real work is personal, emotional, spiritual, and communal. It is explicit, with a deep and intense understanding that loving Blackness is an act of political resistance, and therefore it is the fundamental aspect to teaching dark kids… School mattered because it provided the testing ground in which I learned ways to resist and navigate racism, the low expectations, the stereotypes, the spirit-murdering, all the forms of dark suffering, gender suffering, queer suffering, religious suffering, and class suffering. I learned that to succeed at school – by 'succeed' I do not mean getting good grades but leaving every day with my darkness intact or only slightly bruised – I had to practice a politics of refusal, love my Blackness as an act of political resistance, and give them hell.

At KIPP KC Legacy High School, it is our explicit goal for students to fully embrace their identity and respect each other across lines of difference, including race and ethnicity, language, gender, and sexual orientation. This does not just happen through an Advisory curriculum; it happens across our classes every day. Teacher and international lecturer Jeff Duncan-Andrade said: "Schooling is the process by which you institutionalize people to accept their place in society… Education is the process through which you teach them to transform it." At KIPP KC Legacy High School, we teach students both to navigate and dismantle white supremacist culture. We embrace culturally relevant pedagogy by seeing our students through the lens of their strengths and talents, and affirming their identities. In *Urban Education: Still Separate and Unequal*, Brian Wright writes: "In a [Culturally Responsive] classroom, students know who they are, and their self-identity, voice, and agency are cultivated and nurtured by their teachers. Informed by this perspective, hidden in plain sight are the rich and diverse languages, literacies, and cultural ways of being." At KIPP KC Legacy High School, we build bridges between our curriculum and our students' lives, we explicitly teach for equity, we educate students to value their own and others' cultural heritage, we meet students where they are in terms of their learning styles and modalities, and we understand that all students can and will learn.

COMMUNITY BUILDING

At KIPP KC Legacy High School, we believe community building plays an integral role in creating a homeplace for our students and families. We build community through a number of systems, including Culturally Responsive Teaching, Advisory, athletics, clubs, whole grade-level meetings, and whole-school events. These systems work together to create spaces for students to embrace their identity, respect the identities of others, find their niche, and celebrate.

Culturally Responsive Teaching

In her book "Culturally Responsive Teaching and the Brain," author and researcher Zaretta Hammond is unequivocal in her stance that students – especially those who have been historically marginalized – must have a learning environment where they feel safe and seen. These are the building blocks for what she calls "learning partnerships" that allow students who have been academically abandoned or who feel marginalized to reengage and reach a high standard of rigor and mastery.

> *"An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning." (p. 15)*

Advisory System

Our Advisory system is designed to create a small community of students, paired with one adult for all four years of high school, where students experience a social-emotional learning curriculum. Students should always be able to go to their Advisor and Advisory team for support.

Advisory meets four times per week on the following weekly schedule:

Monday	Tuesday	Wednesday	Thursday
30 minutes SEL Lesson	30 minutes SEL Circles	30 minutes KTC Lesson	30 minutes Academic Data Reflection Town Hall

Clubs and Club Time

There are several reasons to provide robust extracurricular opportunities for our students. We know they can be powerful vehicles for connection, community, and school spirit. Beyond that, they can further the passions and interests of students, giving them voice, leadership opportunities, and purpose beyond the four walls of the classroom. Additionally, the role that extracurriculars play in the college admissions process is significant.

Club Time is a specific time every week for teachers and students to explore their shared passions and to create a community around a shared interest. Every teacher is expected to sponsor a club during club time that is a passion or interest that they would like to share with students. Club Time meets for 30 minutes once per week and the club lasts for one full semester. At the start of every semester students will select their club. All clubs will be finalized by the Assistant Principal at the start of every semester.

Student Council

KIPP KC Legacy has a student council made up of 3-8 students, elected by their peers, who represent the voice of the study body. The Student Council has two main purposes: 1) to consult regularly with the school's Leadership Team about school-wide policies, student discipline, and student concerns; and 2) to plan regular student events.

Grade-Level Town Hall

We prioritize developing a strong, cohesive grade-level community at KIPP. To accomplish this, we have a grade-level Town Hall meeting for 20 minutes each week in which we create a network of relationships with one another, celebrate students, and share school-wide announcements. The Grade-Level Town Hall is executed by the Grade-Level Chair with planning and execution support from the Principal and Assistant Principal. All students and teachers attend the Grade-Level Town Hall.

The standing agenda for Grade-Level Town Halls is:

- Opening Announcements
- Time to Connect
- KIPPster of the Week Celebration
- Closing Announcements

Healthy Teacher Survey

We intentionally gather feedback and input from our students on how they are experiencing our school. The principal way we collect this feedback is through quarterly Culture Surveys.

The Culture Survey is completed for all classes once per quarter. The Culture Survey is planned and prepared by the Assistant Principal and executed by the classroom teachers. The results are analyzed by the Leadership Team and by the teacher with their coach. School-wide trends and results are shared with students through Grade-Level Town Halls.

An example Healthy Teacher Survey is as follows:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My _____ teacher cares about me as a person.	◯	◯	◯	◯
2. I am learning a lot in my _____ teacher's class.	◯	◯	◯	◯
3. In my _____ teacher's class, it is clear what I am supposed to be learning each lesson.	◯	◯	◯	◯
4. My _____ teacher explains things clearly.	◯	◯	◯	◯
5. My _____ teacher builds lessons that allow me to collaborate with my peers.	◯	◯	◯	◯
6. My _____ teacher doesn't let students give up.	◯	◯	◯	◯
7. My _____ teacher accepts nothing less than my best work.	◯	◯	◯	◯
8. When I work hard, my _____ teacher praises or notices me.	◯	◯	◯	◯
9. My _____ teacher always checks my work and gives me feedback.	◯	◯	◯	◯

10. I feel like I belong in my _____ teacher's class.	◯	◯	◯	◯
11. In my _____ teacher's class, I feel safe to ask and answer questions.	◯	◯	◯	◯
12. My _____ teacher believes that I will succeed.	◯	◯	◯	◯

Eligibility for Enrichment/After-School Activities

The Missouri State High School Activities Association (MSHSAA) is comprised of approximately 750 member schools, both public and private, across the state of Missouri. MSHSAA's eligibility requirements have been voted on by the member schools and were adopted by your school when it became a MSHSAA member. Your school will also have local school requirements that you must comply with in order to be eligible.

Information contained on this page will acquaint you with the essential rules and regulations students and schools must follow in order to maintain and protect high school eligibility. No one requirement is more important than another. Any questions you have concerning these essential requirements or eligibility should be discussed with the school principal or athletic director. These administrators have copies of all MSHSAA eligibility requirements.

I. ELIGIBILITY

KIPP KC recognizes and promotes the priority of academics within our interscholastic athletic program. While athletics is an important part of education, academic success remains the primary objective. All coaches support this position and will make every effort to accommodate students' needs as they balance academics with athletics. It is essential for all student athletes and parents to understand the following academic eligibility regulations:

1. Students in grades 9th-12th may participate in high school interscholastic athletic competition.

2. The student is responsible for all missed work.

3. Concerning disciplinary action, KIPP reserves the right to determine a student's eligibility to participate in athletic and after-school activities.

4. Students will receive time for group study hours whenever possible and especially before late games and/or meets.

II. ATTENDANCE

To participate in athletic practices and contests, the student must be in attendance for all classes during the school day. There will be five acceptable reasons for not attending classes:

1. Appointment with a health professional

   a. The student athlete must provide a note from his or her doctor. Without a note, the student will not be able to participate in an after-school activity.

2. Observance of a religious holiday

3. Family emergency

4. Planned absence for a personal or educational purpose which has been approved in advance

5. Field trip or other school-related activity

III. Academics

Grades 9-12

You must be making satisfactory progress toward graduation as determined by KIPP KC and must have earned, the preceding semester of attendance, a minimum of 3.0 units of credit or have earned credit in 80% of the maximum allowable classes in which you can be enrolled in the semester, whichever is greater.

For your current semester, you must be enrolled in and regularly attending courses that offer 3.0 units of credit or 80% of the maximum allowable credits, whichever is greater. Credits earned or completed after the close of the semester will not fulfill the requirement. Summer high school courses for Fall academic eligibility may count towards eligibility. Specific concerns regarding eligibility guidelines should be directed to your activities director.

Students promoted for the first time into ninth grade are considered academically eligible for the first semester after promotion. Do not drop courses without first consulting with your school activities director or counselor to determine whether doing so will affect your eligibility.

Grades 9-12

You are eligible to participate in any sport for a maximum of four seasons (an exception is in place for schools sponsoring baseball or softball in both the fall and spring). Any part of a contest played during a season counts as a season of participation.

Your eligibility to participate in high school activities begins when you first enter the 9th grade and lasts for the next eight consecutive semesters (four consecutive years).

If you reach 19 years of age prior to July 1, you will be ineligible the next school year.

You must enter school within the first 11 days of the semester in order to be eligible that semester.

RESTORATIVE PRACTICES

We view mistakes as opportunities to learn and grow. We use restorative practices to hold students accountable to high expectations through providing them with high levels of support when necessary. Our restorative practices focus on providing students with the necessary support to engage in learning, repair the harm from their mistakes, and build the knowledge and skills to prevent future mistakes.

The goal of all restorative practices is for students to reflect on their actions and understand the impact and harm of their actions on themselves and others while also building the social-emotional capacity to respond differently to similar situations in the future. We routinely exercise the following restorative practices: Re-Focus Conversations, Restorative Circles, Restorative Consequences, and Re-Entry Meetings. These restorative practices are detailed below:

Restorative Practice	Details	Accountability
Re-Focus Conversations	• Re-Focus Conversations are intended as quick conversations for students to debrief their current behavior and re-focus to get back into the classroom and learn • Re-Focus Conversations occur after teachers have used classroom moves, including an individual conversation • Example behaviors for a re-focus conversation include: refusal to do work after teacher conversation, head down after teacher conversation, continued side conversation • Re-Focus Conversations happen in the hallway immediately outside the classroom and should last no more than 3 minutes • Re-Focus Conversations are executed by the Assistant Principal, Counselor, Behavior Specialist, or classroom teacher	• Classroom teacher sends message (through Liveschool) asking for a Re-Focus Conversation for specific student • Responder enters the classroom and either monitors the class while the teacher has the Re-Focus Conversation or conducts the Re-Focus Conversation themselves
Restorative Circles	• Restorative Circles are intended for participants to repair harm and re-build a relationship • Restorative Circles may be part of the consequences for a student's behavior for that student to learn how their actions impacted another and begin to repair that relationship. • Restorative Circles may be requested by a staff member or student • Restorative Circles can be facilitated by any member of the Leadership Team, the Counselor, or other trained teachers	• Restorative Circles that are requested are scheduled, prepared, and facilitated by the Assistant Principal, Behavior Specialist, or Counselor
Restorative Consequences	• Restorative Consequences are intended for participants to reflect on their actions and repair harm in a relationship • Restorative Consequences may include writing an apology letter, completing research and a presentation about the effects of a drug, attending a session about techniques for anger management, or writing reflection letter about what they learned through engaging in community service • Restorative Consequences always produce a tangible outcome that is shared with at least one staff member in the school community • We maintain high expectations for the quality of all restorative consequences such that they are not just an assigned task, but a time for deep reflection and growth.	• Restorative Consequences are determined by the Assistant Principal with the student. The AP schedules and monitors the student's progress to completion. • Restorative Consequences are all completed in a timely manner, and must be completed for full re-entry to the learning environment
Re-Entry Meetings	• Re-Entry Meetings are intended for students to have a plan for their return to the learning environment after an out-of-school suspension	• When a student is suspended, the Re-Entry Meeting is scheduled with the student and parent

• Re-Entry Meetings are required for all out-of-school suspensions more than one day • Re-Entry Meetings can include the student, parent, and at least one member of the LT • During Re-Entry Meetings, the group debriefs what actions earned the student's suspension, what the student has learned, and a plan to prevent the same mistake from happening again	• If a parent refuses to attend a Re-Entry Meeting, the LT still holds the re-entry meeting and asks a teacher, another family member, or a peer to attend • All next steps from the Re-Entry Meeting are communicated to the LT, GLC, and appropriate teachers

FAMILY ENGAGEMENT

Parents and family members are consistently engaged around their child's academic and behavioral progression and encouraged to be an active member of the school community. KIPP KC Legacy High School employs the following methods of family communication:

Type of Communication	Method of Communication
Positive Culture	- All new KIPP KC Legacy High School students participate in a Family Orientation meeting with the Principal or Assistant Principal prior to the beginning of each school year. These can be home visits or at the school, depending on the convenience for each family. The purpose of Family Orientation is to go over our vision, values, and expectations, answer questions from the student and family, and make clear any logistical steps that need to be taken before the school year. - In the first two weeks of school, all students receive at least one positive phone call from their teacher and/or Advisor. - Each grade level holds one family event each quarter (e.g. movie night, game night). - At least once per quarter, the school hosts a whole-school family event, including but not limited to Student-led Conferences, pep rallies, fall potluck, a back-to-school event, and an end-of-year celebration.
Academic	- All students receive a data snapshot each week, including their grades and merits. These reports are also sent to families digitally. - Advisors audit student gradebooks at least every other week and call home for students failing more than one class. - Teachers call or text families of failing students at least once at the midpoint of each quarter. - Student-led Conferences occur twice per year at the end of first quarter and third quarter.
Behavioral	- Teachers call or text home for any student who is removed from their class each day by 5 p.m. - The Assistant Principal calls or texts home for any student who is over 15 demerits for the week by 5 p.m. on the day they go over 15 demerits. - The Assistant Principal calls home for any student receiving a suspension by 5 p.m. on the day of the incident.

BEHAVIOR MANAGEMENT SYSTEMS

The Merit System

Without consistency, discipline is unfair. With a merit system, we strive to give students immediate feedback on their behavior, teaching them to make productive choices and deter negative choices, and tracking the choices they make over time. Our goal is for students to learn the habits and skills necessary to be successful on their paths through college, career, and beyond. For consequences to be truly consistent across our school, we must commit to assigning a merit or demerit to each instance of student behavior that warrants the consequence.

EARNING MERITS

Merit	Sample Actions
Merits (+5)	
Homeplace When students make others feel safe, seen, heard, and loved, we build homeplace.	• A student stops to help another student who has dropped their school supplies • A student reports to the teacher that another student is being bullied • A student shows respect for an identity (e.g. racial, gender, sexual orientation) outside of their own
Grow We celebrate any and all academic, social, and emotional growth.	• A students shows growth on an exit ticket, quiz, etc. • A student shows growth in a social interaction with another student during a mediation
Launch We celebrate any and all milestones or progress toward college, career, and beyond.	• A student completes an application for a summer program, internship, scholarship, etc. • A student connects classroom learning to a career interest • A student shows academic mastery of a skill

EARNING DEMERITS

Demerits	Sample Actions
Minor Demerits (-1)	
Safety Our first priority is safety. We learn from unsafe choices.	• A student is running down the hallway • A student throws a pencil across the room in a playful way
Communication Respectful communication is necessary to build relationships and launch careers.	• A student raises their middle finger toward another student in a context that does not significantly disrupt learning • A student uses verbal or written profanity in a social context (not slurs or statements directed at another person) • A student reacts to a teacher direction or redirection by saying "I don't care" or other language that is disrespectful
Directions We have clear expectations because they create fairness. Choosing not to meet them is a learning opportunity.	• A student continues to talk during a test after the expectation for silence has been made clear • A student refuses to move to a different seat after being given the direction by the teacher
Tardy We value learning and growth. Therefore, we need everyone in class for the full lesson.	• A student arrives to class after the bell
Major Demerits (-5)	
Major Demerit	• A student uses profanity (or similar sounding words) directed at another person (peer or adult) in a derogatory or threatening manner

More serious breaches of our school values require additional consequences and follow up.	• A student is play hitting, pushing, tripping, or engaging another student in way that could lead to a more serious conflict • A student skips class or refuses to go to class

In Junior and Senior years, students can graduate out of the demerit system. See Progressive Privileges below:

Progressive Privileges

Status	Criteria	Privileges
School Store	• Earned sufficient merits to make a purchase at the School Store	• Spend merits at the School Store, including snacks, school supplies, and Bid Trips
Junior Varsity	• Freshman or Sophomore • Passing all current classes • Less than 5 demerits per week for 4 consecutive weeks	• Can dress down every day in jeans, KIPP/college/career shirt, and any shoes that cover the whole foot • Can choose an alternative lunch space • Recognized weekly during Town Hall • Earn a JV lanyard
Varsity	• Junior or Senior • Passing all current classes • Less than 5 demerits per week for 4 consecutive weeks	• Can dress down every day in jeans, KIPP/college/career shirt, and any shoes that cover the whole foot • Can choose an alternative lunch space • Recognized weekly during Town Hall • Earn a Varsity shirt • Qualify as a mentor for freshman students • Is no longer part of the demerit system[4]
Legacy	• Completed a Real World Learning Path	• Climb the ladder to hang your picture on the KIPP KC Legacy High School Wall • Choose your Legacy Support Team to hold the ladder • Recognized during Town Hall (thank your Legacy Support Team) • Earn a Legacy polo shirt (can be worn any day)

Progressive Consequences

Action	Explanation	Rationale
Demerit Cycle	Monday - Friday Every Monday morning students will receive a snapshot report from the previous week.	Each week is a fresh start for students. Students must have ownership over the weekend to show their parents their report and make a plan for the upcoming week.

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[4] In rare cases, grade level teams may decide to return a student to the demerit system. This would occur only after a student conference between the grade level team and the student.

Disciplinary Removals	Disciplinary removals are worth zero demerits. The consequence for being removed from class is missing learning time. Removal from class can occur when a student needs to be escorted from class due to a series of poor choices that have significantly disrupted the learning of the class. The Behavior Specialist and/or an administrator will take steps to help the student process, refocus, and return to class.	Disciplinary removals occur when the student has greatly disrupted the learning environment. Teachers will follow up with students after each removal to help support them in making better choices the next time. Removals are not additional demerits because the student already has a consequence: missing learning time.
15+ Demerits	When a student makes enough choices in one week to receive 15 or more demerits they will move to a separate leveled discipline system. They will continue to earn demerits while also having additional support from the school and from their family. If this occurs, a meeting with the Assistant Principal will be required, among other potential consequences and actions. These actions could include, but are not limited to: individual student success plan, in-school alternative learning environment, and suspension.	We want all students to be in school and learning. This means we provide opportunities in school to build student skills and success; however, we know that to achieve that goal we sometimes need to partner with parents to improve behavioral and academic outcomes.

15+ DEMERIT LEVELS

15+ Demerits Level 1

School Support	Family Support	Student Responsibility
• Completed and signed reflection returned to teacher = Grow Merit • Teacher follow-up conversation from any removals	• Parent/guardian phone call, Zoom meeting, or in-person meeting with AP • Meeting notes shared with grade-level team	• Completed reflection returned to teacher(s)

15+ Demerits Level 2

School Support	Family Support	Student Responsibility
• Completed and signed reflection returned to teacher = Grow Merit • Teacher follow-up conversation from any removals • Problem solving conversation with Advisor • Student added to SOC Student List Generator	• Parent/guardian in-person meeting with AP (within 3 business days) • AP shares teacher feedback and gathers information in parent meeting to inform SOC process	• Completed reflection returned to teacher(s)

15+ Demerits Level 3

School Support	Family Support	Student Responsibility
• Completed and signed reflection returned to teacher = Grow Merit	• Student identifies a mentor to observe them in	• Completed reflection returned to teacher(s)

	class (parent, guardian, sibling, peer)	• Participate appropriately with Tier 2 supports (bring daily tracker home each day, etc.)
• Teacher follow-up conversation from any removals • Problem solving conversation with AP • Student added to SOC Quick Hits or Official SOC • Other Tier 2 supports determined by AP and GL team (daily tracker, daily communication from Advisor, etc.)	• Observer and student complete a reflection together after the observation and submit to the Assistant Principal	

15+ Demerits Level 4

School Support	Family Support	Student Responsibility

• 1 day of ISS
 • Completed and signed reflection returned to teacher = Grow Merit
 • Teacher follow-up conversation from any removals
 • Student meets with grade-level team of teachers
 • Student added as Official SOC
 • Referral to DoSS
    o 6-week pause for implementation of interventions
    o Level 4 consequences for 15+ apply during this time
	• Parent/guardian observes student in class for at least 1 hour (either during the day of ISS or the next business day)
	 • Parent/guardian completes Observation Reflection and submits to the front office
	 • After day of ISS, student is suspended until the parent observation is scheduled and then completed
		• Completed reflection returned to teacher(s)
		 • Consultancy Protocol with Advisory group

15+ Demerits Level 5

School Support	Family Support	Student Responsibility
• Teacher follow-up conversation from any removals • Success Plan (individualized expectations and follow-up consequences) • Other Tier 3 supports	• Success Plan (individualized expectations and follow-up consequences) • Referral to School Within A School AND/OR • 3 or more days of suspension	• Meet expectations in Success Plan

Students move down 1 Level during 2nd Semester by earning less than 5 demerits 2 weeks in a row.

REMOVALS, RE-ENTRY, AND DISCIPLINARY INCIDENTS

There are times when a student must be removed from class to protect the learning environment. If a student receives a Major Demerit, or if a teacher exhausts their teacher moves, the student earns a disciplinary removal. Teachers enter the removal in LiveSchool, and then ask the student to walk to the Recovery Room. While in the Recovery Room, students complete a reflection and debrief their choices. Reflections are shared with the relevant teacher after they are completed and debriefed. The Assistant Principal or Behavior Specialist determines when the student is ready to return to class. Students are responsible for completing work they miss while removed from class. Students and teachers are both responsible for a follow-up conversation to repair any break in their relationships following the disciplinary removal.

Behavior		Range of Disciplinary Action
Repeated violations of dress code	Min	Parent Meeting
	Max	1 day ISS
Improper use of school's technology	Min	Parent Contact
	Max	3 day OSS and Parent Meeting
Leaving campus without permission	Min	Parent Contact
	Max	10 day OSS
Cheating or Academic Dishonesty	Min	Admin Referral, and loss of credit for assignment/test
	Max	1 day ISS
Possession of Tobacco, Alcohol or Illegal drugs/substances	Min	5 day OSS
	Max	Police Report, Referral for Expulsion
Possession of Lighter or Matches	Min	Confiscation and Parent Contact
	Max	5 day OSS
Threatening a staff member or visitor verbally, in writing, or on the internet	Min	Admin Referral and/or 1 day OSS
	Max	10 day OSS
Bullying/Harassment of students or staff; including sexual and internet harassment	Min	Admin Referral, 1 day ISS
	Max	10 day OSS
Arson	Min	10 day OSS/Police Report
	Max	Referral for Expulsion
Assault/Battery	Min	10 day OSS

	Max	Referral for Expulsion
Physical Conflict / Fighting	Min	5 day OSS
	Max	Referral for Expulsion
Gang-related activity	Min	1 day ISS
	Max	Referral for Expulsion
Theft/Robbery	Min	Parent Meeting
	Max	Referral for Expulsion
Vandalism	Min	Clean/remove or payment of repairs
	Max	Referral for Expulsion
Unsafe with / throwing objects or furniture	Min	1 day ISS
	Max	5 day OSS
Possession of a dangerous weapon including but not limited to firearms, knives	Min	See Gun-Free Schools Act
	Max	Referral for Expulsion/Police Report
Repeated violations of the Student Discipline Policy	Min	1 day ISS
	Max	Referral for Expulsion
Removal from in school suspension (ISS)	Min	Parent Pick Up
	Max	5 Day OSS

RECOVERY ROOM

When students enter the Recovery Room, they pick up a reflection sheet and sit where they are directed by the Behavior Specialist. In some situations, students may be prepared to start their reflection sheet immediately. In others, they may need time to regulate. The Behavior Specialist manages this flow and ensures all students complete a reflection that will be shared back with the relevant teacher. Strong reflections include a student's description of the

incident from their perspective, what they were feeling at the time, what they have thought about since, who was impacted by the incident, and what needs to happen to make things right.[5]

When students are removed from class, they should return no later than the following class period. At the discretion of the Behavior Specialist, students may return during the current class period. Students who return to the same class from which they were removed will be walked into class by the Assistant Principal, who will remain in class until the student has reintegrated into the classroom activity. Students returning to the following class period may be released into the normal passing period.

CONFLICT

Action	Examples	Consequences	School Action
1 person - name calling/rude comments (includes social media)	• "Better stop looking at me" • Repeated mean mugs/eye rolls/sucking teeth in an aggressive way • "Ugly", "Bald-headed"	Parent Contact	• Apology • Call home
2 people - name calling/rude comments (includes social media)	Same as above, just said or done by both people	Parent Contact	• Mediation • Call home
Threats to harm or fight (includes social media)	"If she touches me, I am gonna lay hands." "I am gonna beat..."	• Parent Contact • 1 Day OSS (can be day of if picked up)	Send home immediately
Attempting to fight or instigating a fight (adults/others prevent)	Pushing, punching, swinging, chest to chest, slapping, etc. in attempt to get to the other	3 Days OSS	Send home immediately
Fight (first time) *Additional flights can have other consequences*	Everything above but contact made with the other person	5-10 Days OSS	Send home immediately

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[5] This process is adapted from *The Restorative Practices Handbook.*

Cell phones can be a significant distractor from learning. Therefore, cell phones should be placed in student lockers after breakfast and remain there until dismissal. If a student has a cell phone out during class or in the hallway, teachers should confiscate the cell phone and email or text the Assistant Principal to pick it up. The first time this happens, the phone will be returned at the end of the school day. Subsequent instances will require a parent to pick up on the phone from the Assistant Principal.

Late Work/Make-Up Work

Following an absence, students are expected to return to school with the homework completed that was assigned the day before the absence. Additionally, within one day of their return, students are required to complete work assigned while they were absent. This work is make-up work from the absence, so it is assigned in addition to the work assigned on the day they return to school.

Students absent for two or more days in a row must communicate directly with the school (either the student's Advisor or the front office staff) to coordinate the collection of their work from school at the end of the school day. If the student is unable to get to school on their own, parents are responsible for collecting the student's assignments.

Category	1 day late	2 days late	3 days late	4 days late	After one week
Homework	Minus 10%	Minus 20%	Minus 30%	Minus 40%	50%
Classwork	Minus 10%	Minus 20%	Minus 30%	Minus 40%	50%
Formative	Minus 10%	Minus 20%	Minus 30%	Minus 40%	50%
Summative	Minus 10%	Minus 20%	Minus 30%	Minus 40%	50%

MISSED ASSESSMENTS

We recognize students miss school for illnesses or other appointments. Learning how to navigate making up major assessments is a skill required of our students to be ready for college, career, and beyond.

If a student is absent from school on the day of a previously announced quiz or test, the student must e-mail, call, or text their teacher before 5 p.m. on the day of the assessment (or day prior to their return) to schedule a make-up quiz or test. If the teacher is unable to answer a call, the student should leave a message requesting a time to reschedule the exam. The teacher should respond within 24 hours with a proposed time to make up the assessment. Teachers may opt to remind students of the exam they need to make up. However, ultimate responsibility for making up the exam falls on the student.

Exceptions to these Policies

1. If the student has a disability that impedes their ability to advocate for themselves, they should not be penalized for a missed exam.
2. If the student is sick or hospitalized for an extended period of time:
   a. The teacher may choose to waive the exam, provide a suitable alternative assessment, or extend the timeline for making up the exam.
   b. The student does not need to e-mail the teacher until the day prior to their return.
   c. If the exam is a pop quiz, the student should be able to make up the exam for full credit within a week.

INSTRUCTION

Any strong school has a philosophy of how instruction best fosters student achievement. KIPP KC Legacy High School has articulated a clear and compelling framework for understanding how lessons should be planned, delivered, and assessed over the course of the school year.

Curriculum

At KIPP KC Legacy, we have adopted the national KIPP Foundation's AP for All curriculum, a rigorous curriculum that sets up all of our students for success in Advanced Placement courses, should they choose to take them. This curriculum also includes four Interim Assessments each school year so we can see our students growth over time.

Assignments and Student Materials

IN-CLASS MATERIALS

Students interact with a variety of in-class materials throughout their day, both paper-based and device-based. Content teams and grade level teams make decisions on consistent formatting of assignments.

In Lower School, grade-level teams determine specific organizational structures for student work (binders, notebooks, calendars, agendas, etc.). In Upper School, students have more flexibility in choosing their systems as they move toward the independence of post-high school life. Grade level and support humans teams create interventions for students struggling with executive functioning.

USE OF TECHNOLOGY

KIPP KC Legacy High School checks out an electronic device to each student at the beginning of the school year, after students and families read and sign the school's Technology Agreement. Students are responsible for bringing their device to core content classes, as well as some electives, as needed. Students are responsible for taking their devices home to complete homework. For some classes, students use online textbooks or other programs downloaded to students laptops by KIPP KC Legacy High School.

USE OF TEXTBOOKS/NOVELS

KIPP KC Legacy High School checks out textbooks and novels to students for certain classes. Students are responsible for bringing materials back and forth from class to home, as needed. They return their books when the unit or class is complete. Students annotate their books with post-it notes. Teachers follow homework time guidelines when assigning text-based assignments. Teachers can use technology (text-to-speech) as an accommodation for assignments for students who read below grade level, as well as modifications in IEPs or in Students of Concern plans.

STUDENT NOTES

Grade level teams make decisions on consistent formatting of student notes, including Cornell notes and use of outlines.

In Lower School, grade-level teams determine, teach, and give feedback on specific student note structures. In Upper School, students have more flexibility with the structure of their notes, choosing to adopt an existing structure or adapt structures to their needs. In general, students can choose to take notes on paper or on their device.

Commented [A9]: This section is intentionally left blank due to the fact that the curriculum provided by the KIPP Foundation includes tasks and homework but does not provide all context-specific choices around grading and pacing. However, as a school leader you do need to take a stand on the key issues around assignments. As a result, headers for each section have been included, but you must figure out how best to flesh them out.

Commented [A10]: Do you have a vision for how in-class materials should look? Consider: common formatting/template, sequencing of problems (i.e. mild to spicy), how these materials should be stored in student binders, numbering, etc.

Commented [A11]: Adopt/create

Commented [A12]: Do you have a vision for how students should use textbooks/novels? Should students be able to write in them? Do they purchase and own them? How frequently should they be used? What's a reasonable amount of independent work to expect from students when learning through texts? How should teachers make accommodations and modifications for those reading below grade level?

Commented [A13]: Does your school have a standard vision for how notes are taken (i.e. Cornell? Outline? Etc.)? Where should these notes live? What about students who bring computers to school – should they be allowed to take notes on those computers? Can students "share" their notes with others? What if they're graded?

It is appropriate for students occasionally to compare and share their notes – for example, if a student is absent for a day. Frequent note sharing between students can become more like cheating, or bullying. These instances are addressed on a case-by-case basis by grade-level teams.

Homework

Students at KIPP KC Legacy High School are assigned homework on a regular basis to complete additional practice on a skill they learned in class, to prepare for the upcoming school day, and to study for a quiz or test. Homework expectations are scaffolded from 9th to 12th grade and are designed to build student organizational habits essential for college, career, and beyond. KIPP KC Legacy High School has very specific and concrete homework guidelines for all four grades. The guidelines are meant to balance the importance of building students' study habits and the reality that high school students often have lives jam-packed with extracurricular activities, responsibilities to their families, jobs, and eventually certification exams, college applications, scholarship applications, and the like.

LOWER SCHOOL HOMEWORK EXPECTATIONS

Dimension of Homework	9th Grade		10th Grade	
	Semester 1	Semester 2	Semester 1	Semester 2
Accountability	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.
Amount	On average, 10 minutes per class per night. 60 minutes is the maximum across all contents.	On average, 10 minutes per class per night. 60 minutes is the maximum across all contents.	On average, 15 minutes per class per night. 75 minutes is the maximum across all contents.	On average, 15 minutes per class per night. 75 minutes is the maximum across all contents.
Collection	HW is collected in class or in Google Classroom. Major assignments are checked daily.	HW is collected in class or in Google Classroom. Major assignments are checked daily.	HW is collected in class or in Google Classroom. Major assignments are checked daily.	HW is collected in class or in Google Classroom. Major assignments are checked daily.
Frequency	HW is assigned daily.	HW is assigned daily.	HW is assigned daily.	HW is assigned daily.
Grading	HW is worth 20% of the course grade. HW is graded for completion with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion with a floor of 50%.

UPPER SCHOOL HOMEWORK EXPECTATIONS

| Dimension of Homework	11th Grade		12th Grade	
	Semester 1	Semester 2	Semester 1	Semester 2
Accountability	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.	Students and families can check their academic portal at any time. Weekly progress reports are sent home. Teachers and Advisors call home about missing homework assignments.
Amount	On average, 20 minutes per class per night. 90 minutes is the maximum across all contents (may be more for AP classes).	On average, 20 minutes per class per night. 90 minutes is the maximum across all contents (may be more for AP classes).	On average, 20 minutes per class per night. 90 minutes is the maximum across all contents (may be more for AP classes).	On average, 20 minutes per class per night. 90 minutes is the maximum across all contents (may be more for AP classes).
Collection	HW is collected in class or in Google Classroom. Major assignments are not checked daily.	HW is collected in class or in Google Classroom. Major assignments are not checked daily.	HW is collected in class or in Google Classroom. Major assignments are not checked daily.	HW is collected in class or in Google Classroom. Major assignments are not checked daily.
Frequency	HW is assigned weekly with a syllabus.	HW is assigned weekly with a syllabus.	HW is assigned through a weekly or quarterly syllabus.	HW is assigned through a weekly or quarterly syllabus.
Grading	HW is worth 20% of the course grade. HW is graded for completion and/or accuracy with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion and/or accuracy with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion and/or accuracy with a floor of 50%.	HW is worth 20% of the course grade. HW is graded for completion and/or accuracy with a floor of 50%.

STUDENT SUPPORTS OVERVIEW

At KIPP KC Legacy we believe all students, regardless of skill at which they enter our program, can succeed if they have excellent instruction and access to appropriate supports. At KIPP, we seek to understand what may impede a student's learning, and determine the best way to support the student. With guidance and gradual release of given supports over time, we allow the student to demonstrate independence and progress towards grade level standards across all content areas.

Approach to Special Services

At KIPP KC Legacy we serve students with a wide range of abilities. Some of our students may go through an intervention process or require special services in the form of Individual Education Plans (IEP), Section 504s, Success Plans, Student of Concern Plans, Social Emotional/Mental Health Goals, or ELL Plans. Our continuum of services ensures that students are supported in a way that meets their individual needs.

Student Well-Being	Special Services
• School Support Services: School Counseling, Social Work, Support Staff • Mental Health Supports, Crisis Support • Bullying Prevention • Suicide Prevention and Awareness • Community Resource Connection • Giving the Basics • McKinney-Vento & Foster Care Programming	• **Special Education** • **504** • **ELL**

Each of these supports is sub-divided into three tiers known as the Response to Intervention (RTI) pyramid:
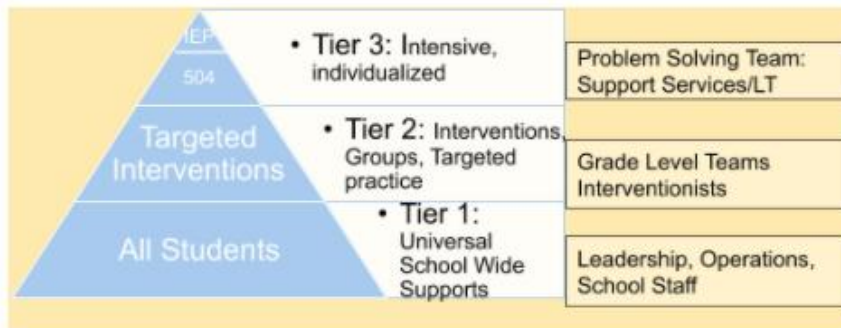
- **Tier 1 Interventions - General High-Quality Instruction and Preventative Proactive Behavioral Supports:** Received by all students as part of general education and instruction, these strategies include high-quality daily lessons, SEL curriculum in Advisory, grade-level organization systems (e.g. binders), school-wide behavior systems, and a well-managed classroom.
- **Tier 2 Interventions - Ad-Hoc Interventions:** Received by a subset of students based upon data but not based on an identified disability, these strategies include preferential seating, intentional practice, small-group remediation/instruction, intervention classes for those behind in math or reading, short-term Social Worker and/or counseling supports, small-group executive functioning interventions, and Behavior Improvement Plans.

- **Tier 3 Interventions - IEP/504 Supports:** Received by students who have IEPs/504s that require specific accommodations and/or modifications, speech/language therapy, in-depth social work/counseling, academic and/or behavioral supports, including wraparound services (e.g. Truman Medical).

Identification and Referral of Students

Below is an overview of the identification and referral process at KIPP KC Legacy. End of Year data, data collected through various systems (e.g. Infinite Campus, LiveSchool), and teacher and family referrals are used to determine appropriate supports.
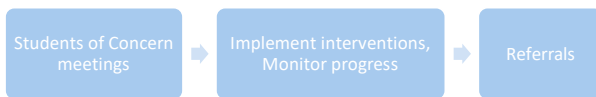
Type of Need	Monitoring Timeline	Phase 1 Identification	Phase 2 Meeting	Phase 3 Intervention/ Monitoring
Academic	4-6 weeks	BOY IA, BOY diagnostic, Unit Assessments	Students of Concern (GL meeting): identify intervention	Teachers implement intervention with fidelity, report back to Students of Concern
Organizational and Social/Emotional	4-6 weeks	Attendance, Homework and classwork grades across contents, teacher observations, culture data	Students of Concern (GL meeting): identify intervention	Teachers implement intervention with fidelity, report back to Students of Concern

SOCIAL WORK

KIPP KC Legacy supports the social-emotional learning of our students through individual counseling, as well as small and large group counseling. Social workers also collaborate with Grade Level Teams to provide input on new procedures that may be put in place, provide update on students transitioning back to school from community support programs, or provide professional development on how to best support a student who is struggling academically or social emotionally.

Additionally, School Social Workers function as liaisons with community mental health providers as they may make referrals to community support services. When mental health services impact student's academic student schedule (due to standing appointments), teachers are informed about any modifications regarding their day.

Referral Process for Social Work

Students of Concern meetings → Implement interventions, Monitor progress → Referrals

Social Work Supports

Support	Description
Individual Counseling	Individual counseling is one-on-one meetings with the student and school counselor/SWs. Certain students will participate in individual counseling sessions. These students have been identified by the school staff (teachers and administrators) as needing a higher level of support. Students who participate in individual counseling typically are exhibiting moderate to severe behavioral, emotional, and academic difficulties at school.

Small Group Counseling	The counselor/SW also function as leaders and facilitators of small groups. Small group settings are groups of approximately two to eight students that usually meet once a week to address a specific topic. Small groups offer more in-depth information, instruction and opportunities to practice than large group settings. Common topics addressed in small group settings may be: Social Skills, CBT (Cognitive Behavioral Therapy) for Anxiety and or Depression, Anger Management, etc. Both large and small group settings can yield powerful results, especially when working with adolescents, who, developmentally, are more interested in engaged with their own peer group (versus with adults).
Large Group Counseling	Social work in a large group setting is typically a planned intervention with activities that help further academic, social, emotional and/or behavioral growth. These interventions are didactic and psycho-educational (social work in this setting may look more like teaching than counseling / therapy). Large group counseling is occasionally referred to as "push-in" services, referencing the fact that the counselor/SWs is joining an already established group and providing a service to that group. Some examples of this may include: • Planning with and joining a teacher in advisory to discuss bullying • Discussing stress management with students taking high-stakes exams • Working with the Director of College Counseling to plan and discuss the college application process, stress management, problem-solving and decision making with seniors • Planning a grade-level wide intervention to be presented in advisories
Classroom Teacher Collaboration	Counselor/SWs and other school personnel work together as a team to create a positive, collaborative school environment that helps students succeed academically and behaviorally. Counselor/SWs provide support for teachers in a variety of ways: • Providing training and education regarding how to work with students who are demonstrating significant behavioral, emotional, and/or academic difficulties. • Conducting classroom observations in order to assess a student's behavior in class and offering objective information and strategies to problem-solve difficulties in the classroom. • Collaborating with teachers regarding student behavior; and planning, coordinating, and implementing activities that further the behavioral and/or emotional goals of the students.

Crisis Management and Child Services

Occasionally a student will experience a behavioral and/or emotional crisis. A student may express thoughts of hurting themselves (suicidal ideation), thoughts of hurting others (homicidal ideation), or may disclose information regarding physical abuse, sexual abuse and/or neglect. A student may also disclose information regarding self-injurious behavior (cutting or scratching themselves, for example) or act unsafely at school (running from school, out of control behavior, attempting to hurt themselves or others). If staff and/or the social workers believe that a student's safety is at risk, they will take steps in order to keep the student safe. We are committed to keeping our students safe. If anyone (teacher, administrator, staff or family member) believes that a student is unsafe, they should notify the school counselor/Social Worker.

The counselor/Social Worker will assess the student's safety by:

- Completing a clinical interview and risk assessment;
- Communicating the results of the assessment along with clinical recommendations to the parents/caregivers.

These recommendations will include a referral to the most appropriate level of care for the student, given their current behavior and emotional state. Possible referral services include: outpatient therapy, mobile crisis unit, and/or immediately going to the emergency room. In certain cases, the social worker will also create a safety plan with the family, discussing ways to keep the student safe. In cases where school staff suspects abuse and/or neglect, staff will file a report with the Department of Children and Families (DCF).

Confidentiality

Counseling sessions (whether individual, group or family) are confidential, and information shared in individual or group counseling sessions will be kept private. However, in order to best serve students, the social workers may need to collaborate with school staff and teachers. In these cases, the social workers will share the least amount of private information possible in order balance the competing interests of communicating effectively and confidentiality. The social workers will tell a student when and what information will be shared (and for what purpose). Students, especially adolescents, have the right to know when confidentiality will be breached.

Counselor/Social Workers also have a legal and ethical obligation to protect the safety of their clients and others in the community. If a student shares information regarding their safety, or if the social workers believe that the student or others are at risk of imminent harm or in danger, the social workers will share information as necessary.

Other staff do not have the legal or ethical assumption of confidentiality. Teachers should not keep student concerns confidential, especially in situations where the student could be at risk in any way. Teachers should consult with social workers to determine how to appropriately address student concerns with the student, other staff, other students, and/or the student's family.

BEHAVIOR INTERVENTION PLANS

With the guidance of the Grade Level Chair, the Grade Level Team will review student trends and response to Tier 1 interventions including merit system data, school norms, removal/re-entry procedures, weekly teacher coaching, and family engagement. If there are specific trends that are negatively impacting a student's performance, the team determines if Tier 2 Supports are necessary.

504 REFERRAL PROCESS

The school has an obligation to identify students with disabilities. This includes the obligation to conduct an evaluation of any student who, because of a disability, needs or is believed to need special education or related services, including students with qualifying health conditions. When a student is suspected to be in need of accommodations under Section 504, an evaluation must be conducted by a team to determine the student's eligibility. A request for the evaluation can be made by anyone, but most frequently such requests are made by a student's family, teacher (through the Students of Concern process), counselor, or nurse. A copy of the 504 referral form can be obtained from the Director of Support Services.

The referral is directed to the Director of Support Services, who is responsible for the implementation of 504 procedures in the school. If the student is determined to be eligible for a 504 plan, the Director of Support Services will identify individuals to become part of the student's 504 Team and assign a case manager to coordinate the referral and communicate with the student's family.

IEP REFERRAL PROCESS

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. KIPP KC Legacy High School assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction, through the Students of Concern process. The Special Education Director owns referrals for Individualized Education Programs.

Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindnessand young child with a developmental delay. KIPP KC Legacy High School assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians.

Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child.

Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA). KIPP KC Legacy High School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA).

This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA).

PROMOTION-IN-DOUBT (PID) SUPPORT PROCESS

The philosophy of our promotion in doubt system is early intervention and frequent communication with families. We believe communicating with families early in the school year and frequently will aide in students improving their grades, and therefore lead to less student retention. Additionally, this frequent communication will result in partnership between families and the school, which will result in lower attrition. Lastly, this system provides the school with data for referral to special services, social work, or other academic and social interventions.

Failure Diagnosis Forms

Prior to each quarterly grading cycle, each grade level completes a failure diagnosis form for any student with 2 or more Fs that articulates why each student is failing individual classes. These forms are used by members of the leadership team during conversations with families prior to meeting with teachers for two reasons: first is to ensure that families are clear on the "why" prior to meeting with their child's teacher, and second to ensure high quality records are kept of communication with families about their challenges. The most important reason is it allows the school to identify trends in a student's challenges (e.g. not doing homework for any class, frequent behavior issues) so we can more effectively partner with parents to meet their needs.

Promotion-in-Doubt Contracts

Promotion-in-Doubt contracts are provided to families at each progress report night to ensure families are clear their child is in danger of retention at the end of the year. Retaining a student is incredibly serious and one of the most frequent causes of loss attrition. Therefore, it is essential that families know, even if it's difficult. PID contracts are signed by each parent of a student following their PID meeting.

Occasion	School Actions
Weekly	• Student grades are updated by teachers • Advisory teachers contact families for students failing more than one class
Quarterly	• Failure Diagnosis Forms completed by grade level teams • Calls made to families to schedule a conference regarding the students' progress • Conferences with families to share students' progress, failure diagnosis form, and plans on how to move forward
With Each Report Card	• PID Letter completed and shared with families (attached to report card) • PID Meetings scheduled for all 2+ F students • Calls made to PID Families who did not send letter back or schedule a meeting

CREDIT RECOVERY PROGRAMS

To be promoted at the end of a given year, a student at KIPP KC Legacy High School must earn the following as indicated below, with the given credit recovery program.

To Grade	Requirements for Promotion	Credit Recovery
10	5 credits, including 1 English or 1 mathematics	• Student makes up one credit during the summer • Student makes up additional credit during the regular academic year (student replaces one elective with an academic course)
11	12 credits, including 2 English and any combination of 2 mathematics and/or science	• Student makes up one credit during the summer • Student makes up additional credit during the regular academic year (student replaces one elective with an academic course)
12	18 credits, including 3 English, 2 math, and 1 science	• Student makes up one credit during the summer • Student makes up additional credit during the regular academic year (student replaces one elective with an academic course)