



Pride High School
Student & Family
Handbook
2022-23



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KIPP North Carolina (KIPP NC)

KIPP NC Mission

Together with families and communities, we create joyful, educationally excellent schools that prepare students with the skills and confidence to pursue the paths they choose - college, career, and beyond - so that they can lead fulfilling lives and build a more just world.

KIPP NC Beliefs and Core Values

As the KIPP North Carolina Team & Family...

- We are aligned and committed to our shared mission, vision, and core values.
- We work intentionally and constantly to build trust among one another.
- We believe in the infinite potential of all people. We believe that ALL MEANS ALL.
- We care for each other by building each other up.
- We extend grace to one another.
- We believe the promises we make to every member of our community are sacred.

Core Value	Description
Pursue Excellence	We hold ourselves, each other, and our students accountable to high academic and personal expectations. We strive to do what’s right, especially when it’s difficult to do. We believe excellence is a habit and a sustained pursuit, not an endpoint.
Build Knowledge	We believe that knowledge is power, and we believe teaching is the ultimate act of love. We believe that a well-rounded education is life-giving and life-nurturing. We create spaces for students to grapple with concepts and problems to arrive at a solution “on their own.” We believe great educators are made, not born, that they facilitate learning only after thorough preparation, meaningful practice with colleagues, and deep understanding of the content they teach.
Fight Injustice	We continuously increase our awareness, knowledge, and skills to identify and dismantle oppressive systems in our schools and communities. We believe in creating liberatory cultures, where the success of the whole group is defined and achieved by creating conditions for every member to thrive, innovate, and experience acceptance and belonging. We believe our schools must be homeplaces for our students.
Spark Joy	We believe teaching and learning are fun. We appreciate who we are and what we do, and we take time to celebrate our successes big and small. We create joy and build connections through authentic and purposeful praise, recognition, and rewards that are aligned to our mission and values.
Rise Together	We are responsible for all the students in our buildings and across the state, not just the ones in our immediate care. We all contribute to and are responsible for our Team & Family’s success. We believe Team always beats Individual. We continually self-reflect to improve our craft, looking honestly at our past and present to plan our future. We believe our best days are ahead of us, and that we chart our destiny together.

About KIPP GCP Pride High School

School History

We founded KIPP GCP Pride High School in 2005. KIPP GCP Pride High School is part of KIPP NC which currently serves over 3,000 students and alumni at three elementary schools, three middle schools, one K-8 school, and one high school.

From the beginning, KIPP has focused on supporting students to develop the academic skills and confidence to live choice-filled lives. Since day one, the key to our success has been the amazing teamwork of families, students and teachers working together.

KIPP GCP Pride High School Vision

At KIPP GCP Pride High School, our motto is “We learn not for school, but for life.” Our mission is to create a rigorous and joyful learning environment that provides every student with the academic, social and emotional skills necessary to live a life of academic and professional choice. Together, with our students, we will lead and serve in our school, community, and will fight for social justice, impacting society, now, and for generations to come.

KIPP GCP Pride High School Values

KIPP Pride High

We value **leadership** as an essential part of learning and student attainment. As a school we know that it is not enough for students to simply learn; they must also develop the skills to become active leaders in society. We empower our students with the leadership skills to take responsibility for their lives and improve their community. We emphasize social, civic and leadership skills enabling students to contribute to, and benefit from, a culturally diverse society.

We value **excellence** in everything we do academically and socially. We continuously strive to achieve the highest standards of performance. We demand excellence because we understand that everything we do is a reflection of who we are. We know our work, our attitude and our achievements represent our own personal code of excellence.

Integrity is our knowledge of self that helps us take responsibility for our actions and understand how we fit into the larger community. Integrity contributes to the acquisition of strong work habits, ethics and appreciation for excellence in self and others. By valuing integrity, we learn to make right decisions because morally it is our code and our commitment to integrity reflects who we are. We continuously strive to reach the highest level of moral development. Each member of the school community strives to act in an honorable way – choosing to do the right thing and always standing up for what’s right – even if that is difficult or unpopular.

We do not view **humility** and pride as mutually exclusive. Pride and self-esteem do not always stem from self-centeredness, nor are they always the result of an individual’s perception of his/her personal accomplishments. We believe that a positive self-image can arise from pride in both self and more importantly the success of others especially

when you are partially responsible for this success. From this perspective, we view the qualities of humility and pride as complementary; humility encourages the development of a deep connection to others, which, in turn, increases self-esteem. This feeling of pride produced by a connection to others is more powerful than the feeling generated by the appreciation of one's own individual feats.

A sense of **community** is an essential element in providing students with a meaningful education. We strive to be a purposeful place of learning in which every student, staff member and family feels special connections. Shared rituals play a powerful role in creating the larger school community in which the smaller, personalized communities of learners can exist. We are also part of a broader community, and through our commitment to the school and the larger community, our talents and knowledge become long lasting and more meaningful when they are shared with others.

KIPP GCP Pride High School Commitment to Excellence

Students' Commitment to Excellence

I fully commit to college preparation as my number-one priority in the following ways:

1. I will always behave so as to protect the safety, interests, and rights of all members of our Pride.
2. I will always work, think, and behave in the best way I know, and I will make whatever sacrifices necessary for me and my Pride to learn.
3. I will enroll in challenging courses that will fulfill KPHS graduation requirements and prepare me to succeed in the college of my choice.
4. I will actively participate in tutorials when I need help, if I am not meeting or exceeding expectations in any course, or if recommended by my parents or teachers.
5. I will contact my teachers when I need academic assistance or in case of an emergency that forces me to miss an appointment, class, or meeting.
6. I will participate in at least one enrichment program at any given time, and I will try to become outstanding in at least one such activity.
7. I will participate in at least one summer program including internships, academic programs, volunteer opportunities, and camps.
8. I will actively strengthen my community by volunteering in community service opportunities.
9. I will follow the school's expectations, including discipline and dress code, as detailed in the KPHS student handbook.
10. I will be honest with others and myself at all times, and I will accept responsibility for my behavior and actions.
11. I will avoid people, places, and things that I know will not help me have a successful future. I will seek out teachers, mentors, and friends who will guide my educational development and personal growth.
12. I will always make myself available to my parents and teachers, and I will address forthrightly any concerns they might have. I will actively communicate with my parents and teachers regarding my progress, difficulties, and successes.
13. I will contact my teachers, advisor or college counselors if I have a problem that may jeopardize my college preparation.

14. As a member of the KPHS community, I pledge my full and steadfast support of the Honor Code, and I promise not to lie, cheat, or steal. Furthermore, I promise not to hurt another member of my Pride or our team and family.

Failure to adhere to these commitments may cause me to lose privileges.

Student's Signature _____ **Date** _____

Parents'/Guardians' Commitment to Excellence

We fully commit to our child's college preparation as our number-one priority in the following ways:

1. We know that our child must follow the KPHS' expectations to protect the safety, interests, and rights of all members of the Pride.
2. We will always help our child in the best way we know how; we will make whatever sacrifices necessary for our child to learn.
3. We will always make ourselves available to our child and the school; we will address any concerns either might have.
4. We will ensure our child is at school everyday for all of their courses and will contact the school if an emergency arises.
5. We will encourage our child to enroll in challenging courses that will prepare him/her for college entrance and that will fulfill KPHS graduation requirements.
6. We will always read and respond to our child's academic reports.
7. We will allow our child to go on KPHS field lessons, participate in internships, and visit colleges.
8. We will support the school's policies, including discipline and dress code, as detailed in the KPHS handbook.
9. We will always listen to all our KPHS team and family members and give everyone our respect.
10. We and our child - not the school- are responsible for our child's behavior and actions.
11. We will always strive to represent our best selves in all personal and professional interactions.
12. We will communicate with our child and his/her teachers regarding our child's progress, difficulties, and successes.
13. We will contact our child's advisor if our child has a problem that may jeopardize his/her college preparation.
14. We will support our child's efforts in high school both inside and outside the classroom, and we will participate in high school events when appropriate.

Failure to adhere to these commitments may cause our child to lose privileges.

Student's Name _____

Parent/Guardian's Signature _____ **Date** _____

Daily Operations

School Calendar (High School)

2022-2023 KIPP North Carolina High School Family Calendar

22 First Day of School for Students

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	★	23	24	25	26	27
28	29	30	31			

FEBRUARY '23						
S	M	T	W	Th	F	S
			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				

2-3 Teacher Work Days - No school for students

20 Presidents' Day - No school

2 Teacher Work Day - No school for students

SEPTEMBER '22						
S	M	T	W	Th	F	S
				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	

5 Labor Day - No school

MARCH '23						
S	M	T	W	Th	F	S
			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	

13 Teacher Work Day - No school for students

24 End of Quarter

10 Indigenous Peoples' Day - No school

OCTOBER '22						
S	M	T	W	Th	F	S
						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					

21 End of Quarter

27-28 Teacher Work Days - No school for students

APRIL '23						
S	M	T	W	Th	F	S
						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						

6, 17 Teacher Work Days - No school for students

7-14 Spring Break - No school

28 Senior Signing Day

8 Election Day - Early Release Day

NOVEMBER '22						
S	M	T	W	Th	F	S
		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			

11 Veterans Day - No school

21-25 Fall Break - No school

28 Teacher Work Day - No school for students

MAY '23						
S	M	T	W	Th	F	S
	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			

26 Start of EOC Testing Window (Exact Test Dates TBD)

29 Memorial Day - No school

19-30 Winter Break - No school

DECEMBER '22						
S	M	T	W	Th	F	S
				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

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	★	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9 Last Day of School for Students

10 Commencement

12-16 Teacher Work Days - No school for students

19 Juneteenth - No school

2 Teacher Work Day - No school for students

JANUARY '23						
S	M	T	W	Th	F	S
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				

16 Martin Luther King, Jr. Day - No school

20 End of Quarter

Calendar Key

	Holidays/Vacation Days - No School for Students/Staff
	Teacher Work Days - No School for Students
	Early Release Day
	Yearly Start and End Date for Students
	End of Quarter
	Important Date: See description for details

School Hours

Monday – Thursday	8:00am to 4:00pm
Friday	8:00am to 1:30pm

Note: **Instruction begins at 8:00am SHARP.** Please make every effort for students to arrive prior to 8:00am so that they are ready to learn when instruction begins.

Extended School Year

KIPP North Carolina Public Schools education model includes an extended school year, beginning school in August and concluding in mid-June, as well as a longer school day, with school ending at 4pm M-Th. Additional time for learning opportunities allows students to participate in rigorous educational programming and learning experiences that extend beyond the classroom. We expect that all students and families commit to the longer school year and school day to engage with the entirety of educational experiences and offerings.

Arrival and Dismissal

Arrival: Students who wish to have breakfast must arrive at school between 7:30 AM and 7:50 AM. Students will not be admitted to the school building or supervised prior to the start of breakfast time.

As a reminder, the school day begins at 8:00am. All students must be at school by the start time.

Dismissal: Students are dismissed at 4:00pm Monday-Thursday and 1:30pm on Fridays.

Late Pick Up: Every minute of instruction at KIPP North Carolina Public Schools is important to our students' progress to, through, and beyond college and career. In order for our staff to be prepared to move students forward, after school hours are reserved for staff training, practice, and evaluation. Therefore, we expect all students to be picked up within 15 minutes of dismissal.

Attendance

Every minute and every day is vital to our students' academic success. Attendance will be taken every morning. Student attendance records will be updated by the Main Office staff to reflect absences, tardies, and early departures.

In the ***Commitment to Excellence*** it states:

Attendance – We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session.

Timeliness – We will make sure our child arrives at school every day on time.

We expect all families and students to make every effort to ensure students are in school every day on time. Below are our detailed Absence, Tardy, and Early Dismissal Policies.

Please note: KIPP North Carolina Public Schools are required to comply with the North Carolina Compulsory Attendance Law (N.C. G. S. – 115C-378), which deems that a parent may be prosecuted in a criminal action if a student between the ages of 7 and 16 has more than 10 unexcused absences. The maximum penalty provided by law upon conviction is 120 days imprisonment and/or a fine of \$200, at the discretion of the judge. In addition, a child between the ages of 7 and 16 could be referred by the school to the Department of Juvenile Justice for the filing of a petition asking the court to find the child to be undisciplined. Our policies are created in line with the NC Compulsory Attendance Law.

Absences: All Absences – “Excused” and “Unexcused” – are Considered Absences. Families are expected to ensure that their child is in school. *If your child is going to miss school:* Call the Main Office as soon as possible. If your child is absent, the Main Office will follow up with a phone call that morning.

EXCUSED	UNEXCUSED
<ul style="list-style-type: none"> ● With a doctor’s note: Illness for 3 or more days (by next business day) ● With a parent’s note: Up to 2 days of illness, death in the family, required court appearance, or religious holiday <p><i>*All parent’s notes must be received by KIPP within 24 hours of your child returning to school</i></p>	<ul style="list-style-type: none"> ● Routine doctor’s appointments (Please schedule for when school is not in session, ideally Fridays after 1:30pm) ● Family vacation ● Bad weather ● Trouble with public transportation ● Suspensions ● Family emergencies (not considered excused unless authorized by the principal/director of school operations) <p><i>*Other reasons for absences may also be considered unexcused</i></p>

All absences and tardies are noted on report cards and progress reports. Students are responsible for all missed assignments. Students and families must arrange a way to complete all missed assignments and homework. Since missing class affects academic achievement, repeated absences may be reflected in the student’s grades.

As mentioned above, **KIPP North Carolina Public Schools is required to comply with the NC Compulsory Attendance Law (N.C. G. S. – 115C-378).** In the event that students accumulate excessive unexcused absences, we will take the appropriate actions to support both the student and the family, up to and including informing the appropriate authorities, as deemed necessary. In addition, **a student who accumulates ten (10) consecutive days of unexcused absences may be deemed “voluntarily withdrawn.”** A student voluntarily withdrawn must reapply for admission to KIPP North Carolina Public Schools. The principal has the right to make exceptions when valid and appropriate documentation is provided by a parent/legal guardian to support an extraordinary circumstance.

At KIPP North Carolina Public Schools, we pride ourselves on having a partnership among families, teachers, and staff to provide the best possible education for our children. We are committed to providing families with open

and clear communications on our policies. Please see the chart below for the possible action steps to make sure we are communicating and working together on your child’s attendance.

Stage	Possible Action Step
Daily absence/tardy call	<ul style="list-style-type: none"> ● Phone call home from operations team/Main Office
Absences/5 Tardies	<ul style="list-style-type: none"> ● Phone call home from teacher/school leadership team member discuss attendance concerns
5 Absences/8 Tardies	<ul style="list-style-type: none"> ● 1st Attendance Notification/Warning letter
8 Absences/10 Tardies	<ul style="list-style-type: none"> ● 2nd Attendance Notification/Warning letter ● Required Parent/Guardian meeting with school leadership team member and/or school social worker ● Creation of an attendance action plan
10 Absences/ 16 Tardies	<ul style="list-style-type: none"> ● 3rd letter Attendance Notification/Warning letter ● Home visit ● “Promotion In Doubt” notification (letter/family meeting)- student is in danger of grade retention ● Student may not participate in special events, rewards, and sports/performances
Over 10 Absences	<ul style="list-style-type: none"> ● Possible referral to Truancy Court or NC Child Protective Services (NC CPS)

Important Notes about Attendance

- If students are not in school at the beginning of the day and the school has not already been notified of an absence, parents will receive a phone call/message from the school.
- If we cannot contact you to schedule a meeting, after 3 attempts, you and your child will move to the next action step.
- If concerning patterns are noted, the principal will reserve the right to accelerate certain actions and consequences. For example, if a student has 5 absences in a row, a parent meeting may be called to resolve the situation. If a student is absent for several days without parent communication, the school may conduct a home visit or other intervention.
- If a student has 10 or more *unexcused* absences, the student may not participate in special events, reward/incentive trips, or any extra-curricular activities. (Field lessons, which are a part of the curriculum, may not be withheld due to absences.)
- With the successful fulfillment of an attendance plan, the principal may reinstate the student’s privileges to attend special events, reward trips, or any extra-curricular activities.
- All students who accrue 10 total absences will receive a Promotion in Doubt letter from the school, regardless of current academic performance or reason for absence. While we understand that there may be

legitimate circumstances that may cause a student to miss 10 or more days of school (such as severe illness or family crisis), we believe that in order to be fair to all of our families, we must implement this policy consistently in every situation. Please note that receipt of a Promotion in Doubt letter does not automatically lead to retention. However, students who are absent for 10 or more days miss a significant amount of our academic program, and chronic absenteeism can cause students to be ill-prepared for the next grade. We believe it is important to have this conversation with families early to ensure transparency and clear communication among all parties.

Tardies/Late Arrivals

Be On Time. Getting to school on time is key to your child's success – at school and in life. **Students arriving even 1 minute after the designated start of school (8:00am) are marked tardy.** If you know your student will be tardy, please call the Main Office. When students are tardy, they miss fun community building activities during Morning Meeting and Advisory as well as essential academic instruction which can seriously impact learning and achievement.

Students arriving late must sign in at the Main Office before going to their classrooms. Any student who fails to sign in may not be recorded as present for the day.

As is the case with student absences, if a concerning pattern of tardies is noted, the principal will reserve the right to accelerate certain actions and consequences. For example, if a student is tardy for several consecutive days, the school may conduct a home visit or other intervention. Child Protective Services or other authorities may be contacted if the principal determines there is cause for concern.

Early Release/Early Pick up

Every minute of instruction at KIPP North Carolina Public Schools is important to our students' progress to, through, and beyond college and career. Every effort should be made for students to be here all day, every day, when school is in session. We do not accept requests for early release/pick up by phone. Parents are required to sign-out students from the Main Office for any early dismissal. A photo ID is required when signing out a student. At KIPP North Carolina Public Schools, an early dismissal constitutes any pick up prior to the official school dismissal time. A child will be dismissed early only to a parent or a properly authorized and identified adult. A letter from a parent/legal guardian authorizing another adult to pick up your child is required if you did not previously list that adult as an authorized adult. For students who drive themselves to school, a signed written notification and verbal confirmation between the parent/legal guardian and the main office is required for early dismissals.

Unless arranged and communicated to the Main Office prior to 12pm on the day of a pick up, **students will not be dismissed early within 1 hour of regular dismissal time.**

School Closings

In the event of inclement weather or other hindrances that prohibit school from being in session, KIPP North Carolina will promptly communicate with families via local TV stations, the KIPP North Carolina Public Schools

website, and social media announcements. We will also send out a message using our mass messaging service. In general, schools will follow the guidance of local districts when making decisions regarding closures or delays. However, please check for school notifications for confirmation.

In the event weather conditions or other occurrences heighten while school is in session, the school will make a decision regarding the safety needs of the students. School will remain in session unless parents are notified otherwise.

Please make sure the school Main Office has the correct contact information on file so that you will receive these and other important messages.

Child Nutrition Program- Breakfast and Lunch

KIPP North Carolina Public Schools strives to provide options for a healthy and nutritious breakfast and lunch daily. We believe that healthy nourishment is an important part of a student's physical, emotional, and intellectual development. We provide free breakfast and lunch for all KIPP NC students each school day. Breakfast and lunch are served at a time determined by grade levels and academic schedules. Students must be present at school during the predetermined mealtimes to receive a meal. Students arriving at school after 7:50am will not receive breakfast. We will make an exception to this rule if a student's bus transportation is delayed and causes them to miss breakfast.

Students not choosing to partake in the school-provided meals should eat breakfast at home and supply their own lunches. No students may eat restaurant or fast food breakfasts or lunches; these items cannot be brought by the student or be delivered by parents/families or food delivery services.

Transportation

KIPP NC Public Schools provide limited school bus service for its students so that they have a safe and dependable way to get to school. Families requiring bus service should contact their school prior to the start of the school year to confirm service availability and bus routes. Bus transportation is not guaranteed. It is expected that all students who ride the bus respect and follow all bus expectations in order to maintain a safe and efficient ride. North Carolina charter schools are not required to provide transportation to their students, and thus students who are unable to meet expectations may not be able to continue to ride the bus and may need to arrange for alternate transportation. Please see Bus Procedures and Bus Expectations section for more details.

Transportation for KIPP Academy and KIPP Change Academy (Charlotte Only) Transportation is provided by Eagle Bus Service. Please visit their website at www.theeaglebus.com, or call (704) 606-5661 for bus registration information.

Academics and Social-Emotional Learning

Curriculum Overview

KIPP North Carolina Public Schools's curricula are driven by clear performance standards for what students should know and be able to do. For each grade level, standards are based on national and state curriculum frameworks. Teachers use regular assessments to measure student growth and achievement.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they assess student learning and needs in order to target instruction appropriately.

Teachers provide students and parents ongoing feedback about student performance. Teachers may send work home for parents to sign, and contact parents if they see a significant change in academic performance or a special skill that needs extra practice at school and home.

Supplies and Materials

Students must bring a backpack, two number two (#2) pencils with an eraser and at least one composition notebook to school each day.

Teachers will provide additional supplies used during the school day, including books and technology. If school supplies are damaged or lost by students, they may be required to replace or pay for the supplies.

Each grade level and department will send home a wish list of supplies each quarter. We encourage parents and families to donate supplies as they are able. Students may be asked to supply tri-fold boards and poster boards or other items for projects throughout the year.

Homework

At KIPP North Carolina Public Schools, we believe that purposeful homework is an opportunity to practice and continue to develop skills when not in school. Students may have homework and independent reading every night. Preparation is an important part of KIPP North Carolina Public Schools curricula, and no student is excused from any assignment without the permission of their teacher prior to the due date. Written notes from home do not excuse students from missing or incomplete homework assignments. If a student discovers that they will be unable to complete an assignment, they or their parent/guardian must contact their teacher via email no later than the night before it is due.

Make-Up Work

All missed work must be completed within 3 days of returning to school. For example, if a student is absent on the 15th, they will need to submit missed work on or before the 18th. If a student is absent on the 15th, 16th, and 17th, they must submit all missed work on or before the 20th.

It is a student/parent responsibility to consult with teachers to collect all missed assignments for make-up work. Missed and incomplete assignments may impact overall class grades and ultimately, promotion to the next grade.

Academic Integrity

All students are expected to demonstrate the highest levels of academic integrity and honesty when completing work and taking assessments. Students who demonstrate a lack of academic integrity may engage in activities such as cheating and plagiarism. Cheating includes: copying another student's work, giving another student completed work, and using unauthorized materials to complete an assignment or assessment. Plagiarism is stealing or imitating someone else's ideas, thoughts, language, or words and representing them as one's own original work. Cheating and plagiarism are serious offenses. If either should occur, parents will be contacted and consequences will be administered.

Grading/Report Cards

Our school year is broken into four quarters. Quarters are approximately 9 weeks long, allowing students multiple opportunities to demonstrate mastery of specific skills. At the end of each grading period, students will receive a grade for each class.

The grading scale is as follows:

90-100:	A	Excellent
80-89:	B	Very Good
70-79:	C	Satisfactory
60-69:	D	Inconsistent
Below 60:	F	Unsatisfactory

Teachers will clearly state the grading standards for their class at the beginning of the school year.

Parents are welcome to check the PowerSchool portal and reach out to teachers with concerns about grades. Parents will be provided with PowerSchool login information within the first two weeks of school.

Report Card/Parent Universities: Parents are encouraged to attend conferences with teachers throughout the year during our quarterly Parent University. These meetings provide an opportunity to discuss the progress of

the student with the student's teachers. Parents will also work with teachers to determine strategies to maximize the performance of their students.

Final Grades: The final, year-end grade for a course is the numerical average of all grading periods. Grades are rounded to the nearest whole number. If a student receives a yearly grade lower than 60, they fail that course for the year.

Progress Reports: Students will receive progress reports at least once per grading period before report cards are distributed. The progress report is *not* part of the student's formal academic record. Progress Reports are an opportunity to communicate with parents about their student's progress. A parent whose child is failing at progress report time is required to meet with the teacher of that course within one week of receiving the Progress Report. Teachers and parents may also request conferences with each other at any time.

Promotion and Retention

The purpose of promotion/retention is to meet student needs at the appropriate level in the best way possible and to ensure that students are fully prepared for success in the next grade.

Multiple data points are considered in determining promotion and retention including attendance, academic level, mastery of skills, progress made to date, social factors, and standardized test scores. If data indicates that promotion is in doubt, a parent conference will be scheduled and a final decision will be made and communicated before the end of the school year.

We reserve the right to retain students in all grades. For students with IEPs, successful completion of IEP goals will also be considered along with the above criteria.

KIPP GCP Pride High School Commencement Requirements



KPHS Graduation Requirements & Course Selections

Department	Required Courses
English (4 yrs in HS)	English I, II, III, and IV III: AP English Language IV: AP Literature
Mathematics (4 yrs in HS)	<u>Plan I:</u> Math I, Math II, Math III, Pre-Calc <u>Plan II:</u> Math II, Math III, Pre-Calc, AP Calculus or AP Statistics
Science (4 yrs in HS)	Environmental Science or AP Env't Sci. Biology, Chemistry, Physics or AP Physics
History	Social Justice, World History, AP US History, AP US Government
Physical Education	Physical Education and Health (1 year)
Spanish (3+ years in HS)	<u>Plan I:</u> Spanish I, II, III <u>Plan II:</u> Spanish II, Spanish III, Spanish IV AP Spanish available
Fine Arts (1+ year in HS)	Band, Art, Chorus, or Drama
Life Skills	Senior Seminar

Student Assessments

KIPP North Carolina Public Schools administer several assessments during the year to measure student learning, growth, and achievement. These tests are administered both online and on paper in order to:

- Provide teachers information about students so that they can effectively design instruction to meet particular student needs
- Demonstrate the academic achievement of students
- Prepare students for high-stakes college-entrance assessments such as the SAT and ACT

Schools utilize a variety of assessments including: daily classwork and exit tickets, weekly quizzes, mid and end of unit assessments, and Interim Assessments. Together, these assessments provide a fuller picture of student learning, and allow teachers to adjust instruction to meet student needs.

In addition to regional and school assessments, all KIPP North Carolina Students in Grades 3 and up are required to take North Carolina End of Grade and End of Course Assessments at the end of each year.

KIPP North Carolina Public Schools commits to communicating assessment data and results with parents on a regular basis. A parent may request the individual scores of their student at any time.

Academic Intervention and Student Supports

Intervention and Responsive Teaching opportunities are built into the daily school schedule to address student learning needs. Teachers utilize a variety of opportunities to support students and address learning misconceptions. In addition, some students may be eligible for additional small group instruction throughout the day with an intervention teacher to further address learning needs or provide opportunities for enrichment.

After school tutoring may be available based on the availability of teachers. If offered, teachers will communicate their availability for tutoring directly to parents/guardians. Students **MUST** be invited to tutoring to be eligible to stay after school. Students and parents/guardians may request tutoring by communicating directly with the teacher/school. If students stay after school for extra help/tutoring, families are responsible for providing transportation and picking up students after the tutoring sessions.

Social-Emotional Learning and Wellness

At KIPP North Carolina Public Schools, we believe that social-emotional learning and wellness are just as important as academics. We believe that social-emotional learning (SEL) is vital to the success of our students. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. In particular, we focus on supporting students to develop self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Some examples of how schools may support SEL include:

- **Advisory:** Monday-Thursday, students will start the day with advisory groups to develop literacy and math skills, character strengths, build community, practice conflict management and problem solving, engage in goal-setting and reflection, and develop social skills.
- **PRIDE Time:** Grade levels will gather once a month to celebrate accomplishments, reflect on core values and establish goals as a Pride.
- **Student of the Week/Month:** Students are recognized regularly for making excellent choices and showing strong character.
- **Specific SEL Lessons:** Our scholar worker will be developing monthly lesson for Advisory that support SEL learning
- **Meditation and/or Mindfulness Activities**

Student Support Services Programs: Exceptional Children and Multilingual Learners

KIPP North Carolina Public Schools are committed to serving all students with learning differences (students with IEPs) and multilingual learners. We offer both EC and ML services for students as needed, through a variety of teacher modalities, including inclusion/in-class support and small-group intervention to address student needs. We also have social workers on staff who provide counseling services to those students who need them. We work closely with all related service providers to provide all support, included on a student's Individual Education Plan (IEP), including speech and language therapy, occupational therapy, physical therapy, hearing or vision therapy, and paraprofessional support.

Families are encouraged to contact their school's EC or ML Teachers to discuss their child's IEP or language development needs, share more about their child's strengths, areas for growth, and goals, and learn about how the IEP and/or Language Plan will be implemented.

HEALTH AND SAFETY

Student Illness

When a student becomes ill or injured during the school day and is not well enough to stay in class, the parent will be called to pick the student up. As our office staff is responsible for care of students who are ill, we ask that students be picked up as soon as the parent is contacted. Please make sure updated emergency contact numbers are on file in the Main Office in case we are not able to contact a parent. Parents who neglect to pick up or find a ride for their sick child may be reported to the appropriate authorities.

Please be sure that the school has up-to-date contact and health information. It is important that the school is aware of all medical needs of students. This allows us to adequately care for your child in the event of a medical emergency. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you.

If a student is facing mental health challenges, the school expects the parent to schedule regular appointments with a service provider to care for their student's health, just as if a student is physically ill the school expects parents to take their children to a doctor. If you would like a referral to a mental health service provider, please contact our social worker.

COVID-19

As of June 23, 2022, NCDHHS has sunsetted the Strong Schools NC Public Health Toolkit. Going forward, KIPP NC will refer to the CDC's Operational Guidance for K-12 Schools for information on how to lower risk of COVID-19 in school settings.

The following information is taken in large part from the CDC's Operational Guidance for K-12 Schools.

Staying Home When Sick

People with symptoms of infectious diseases, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections should stay home and get tested for COVID-19. People who test positive for COVID-19 should consult with a healthcare provider for possible treatment. Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.

Calculating Isolation for Positive Tests

For students who test positive for COVID-19, Day 0 is considered to be the first day of symptoms or a positive viral test. Day 1 is the first full day after symptoms developed or a test specimen was collected. If a student has COVID-19 or has symptoms, that student must isolate for at least 5 days. Isolation is used to separate people with confirmed or suspected COVID-19 from those without COVID-19. People who are in isolation should stay home until it is safe for them to be around others.

TESTING POSITIVE	ISOLATE	ENDING ISOLATION	TAKE PRECAUTIONS
<p>If a student tests positive for COVID-19 and/or has symptoms, regardless of vaccination status...</p>	<p>Stay home for 5 days and isolate the student from others in the home. Wear a well-fitting mask if the student must be around others in the home.</p>	<p>Ending isolation if the student <u>DID HAVE</u> symptoms End isolation after 5 full days if the student is fever-free for 24 hours (without the use of fever-reducing medication) and symptoms are improving. Ending isolation if the student <u>DID NOT HAVE</u> symptoms End isolation after at least 5 full days after the positive test. If the student got very sick from COVID-19 or has a weakened immune system, the student should isolate for at least 10 days. It is encouraged that families consult a doctor before ending a student's isolation.</p>	<p>Take precautions until Day 10 Wear a well-fitting mask for 10 full days any time the student is around others inside the home or in public. Do not go to places where the student is unable to wear a mask. Avoid being around people who are more likely to get very sick from COVID-19.</p>

Medication

No KIPP North Carolina Public Schools staff member is allowed to give a student any medication – prescription or over-the-counter – without written instructions from a licensed medical professional. Students are not allowed to take any medication on their own at school. Only authorized KIPP North Carolina Public Schools staff members and school nurses can administer medication to a student, and they can do so only with a completed authorization form. Authorization forms for students requiring medication during the school day can be obtained in the Main Office.

Immunizations

North Carolina law requires all children in the state to receive certain immunizations. Records are checked when children enter school or child care. Parents must present documentation that their child has received all required doses of vaccines.

Emergency Services

As a school, the safety of all of our students, staff members, and families is of the utmost importance. If an emergency arises that requires urgent medical attention, we will call 911. We will immediately then call all contacts on the emergency contact list until we are able to speak with someone who can meet us at the school or the hospital. If a family member cannot make it to the school, a staff member will accompany the student to the hospital and will remain with them until the family member arrives. KIPP North Carolina Public Schools is not financially liable for any emergency medical services.

In order to maintain a high level of security on our campuses, we practice fire drills, lockdown drills, and shelter-in-place drills throughout the year. This is necessary to ensure that all students and staff are prepared in the unlikely event of an emergency. Visitors are asked to sign in at the Main Office to ensure the safety of students and staff. One of our top priorities is parent communication in the event of an emergency. We do ask that you refrain from contacting the school, as we will send communication to parents informing you with all the necessary information as soon as it can be released. If you ever have any concerns about your child's safety, please do not hesitate to reach out to the principal or director of school operations.

Counseling

Social Workers at KIPP North Carolina Public Schools are available to help any student or parent address any social, emotional, or academic issue they may be facing. In addition, our social workers/counselors help students work through and cope with personal and school related stress. At KIPP North Carolina, every student is entitled to counseling support and referral services.

There are several ways in which students may be referred for counseling services:

- If a parent is interested in counseling, please reach out directly to the school Social Worker
- Students are able to ask directly to speak with one of the Social Worker as needed
- A student may also be referred at the recommendation of a teacher, Social Worker, principal/school leadership team member

Please understand that we are required to respect the rights and privacy of our students and families and as a result all information and counseling services are confidential and cannot be shared (except in instances required by law).

Field Lessons

Field lessons are one of the many ways we provide students with new learning experiences and reward students who are doing the right things. Students must earn field lessons through excellent attendance, effort, completed homework, and behavior. While some field lessons are experiential and open to all students who demonstrate appropriate levels of safe behavior, incentive field lessons may be taken away from students who do not earn them. Otherwise, field lesson attendance will be required.

Safety is a top priority for all students. **No student will be permitted to leave the school for a field lesson if they do not have written permission. All permission slips must be signed by a parent/legal guardian.** Please sign all permission slips in a timely manner. Teachers will leave your child under adult supervision at the school if written permission is not received, if the child has not satisfied the requirements made by the teacher, or if the child has demonstrated unsafe behavior.

Chaperones

We welcome parent chaperones on our field lessons throughout the year. Please let your child's teacher know if you are willing and able to chaperone a particular trip. We will honor volunteers on a first-come, first-served

basis. Preference will be given to families whose children have the fewest number of absences. Parent chaperones are required to complete a background check in advance of the trip.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Parents have the right to inspect and review their child's education records and request that the school correct records which they believe to be inaccurate. Parents must provide written consent before any personally identifiable information is disclosed except in situations specifically provided for by law. Parents may file a complaint with the U.S. Department of Education concerning any alleged failures to comply with FERPA. Parents must also receive notice and the opportunity to opt out of disclosure of directory information and surveys covered by the Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h.

Facilities and AHERA Regulation

The U.S. Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. (AHERA) excludes schools from the inspection requirement if the school was constructed after October, 12, 1988 and has a signed statement from the architect or project engineer responsible for constructing the school stating that no asbestos- containing building materials were specified for use in the construction of the school. Our school has been provided such a statement, and is therefore exempt from the requirement to conduct an asbestos inspection. The EPA requires us to annually notify you that we are aware of the AHERA regulation, and that we are in compliance. The management plan is available for your review at any time during normal school hours.

Media Release

Throughout the school year, KIPP NC clubs and organizations and outside media representatives may be on campus to videotape, photograph, and/or interview students in academic settings and school-related activities or events. During enrollment, all families were required to complete a Media Release Form to approve or deny permission for students to be included in any media. Please ensure that you have completed this form sharing your preferences. In addition, if there are any specific safety reasons to limit student involvement in media, please speak directly to the director of school operations to make those requests/concerns known.

Family Communication and Engagement

Part of the success of KIPP North Carolina Public Schools is the open communication among families, students, and teachers. In an effort to help with this, we provide contact information for school staff. Students and families should feel free to contact staff members for any school-related needs. This includes homework help, concerns about school, and questions regarding instruction and school events/activities. If you or your child is trying to call a teacher but they do not answer, please leave a message explaining the reason for the call, your full name and telephone number and allow time to return your call. Teachers can also be communicated with via email. In addition, in the event of an emergency, please call your principal or director of school operations.

Who Should I Ask?

At times, you may have questions about KIPP North Carolina Public Schools. Below is a quick list of common concerns and where to go for more information.

TOPIC	STAFF MEMBER
Paperwork/Forms, Emergency Forms, Medical Forms, Immunization Records, School letters	Main Office (252) 308-6932
Transportation	Main Office
School Food	Main Office
Ordering KIPP Uniform T-shirt	Main Office
I have concerns about my child's social adjustment	Social Worker Dean of Culture
My child has an IEP Accommodation	EC Teachers: Ms. Luchion & Mrs. J. Faulcon-Hopson
My child will be absent or late	Main Office
I have questions about my child's educational progress	Your child's teachers
I have questions about school activities (permissions slips, etc.)	Your child's teachers
I have overall concerns	Assistant Principals Director of School Operations Principal

Issues and Concerns

Your concerns are extremely important to us, and we are committed to addressing any issues in a timely manner. Please follow the steps below to ensure resolution:

- Discuss the issue directly with the teacher and/or Grade Level Administrator. If you have a specific concern about student discipline, please contact your Grade Level Administrator. If you have specific concerns about student support services, please contact your child’s EC teacher.
- If you do not feel that there has been an adequate resolution to the problem, you should contact the assistant principal. The assistant principal will mediate the problem with all parties involved.
- If you have a school-wide concern, you should contact the principal.
- Formal complaints may be filed with the principal.
- If the formal complaint is not answered in a timely manner, you may make a second complaint to the Head of Schools.

Methods of Communication

We utilize several methods of communication to reach out to families and keep them informed. These include phone calls, emails, text messages, automated phone message systems, PowerSchool (our online grading system), class platforms, and family memos. Please be on the lookout for communications from the school so that you are informed of all that is happening with our students. If you are not receiving regular communication, please reach out to the Main Office.

Leadership Contact Information

STAFF MEMBER	ROLE	EMAIL
Natasha Jenkins	Principal	njenkins@kipperc.org
Shenelle Spady	Assistant Principal 12th Grade Administrator	sspady@kipperc.org
Marcus Griffin	Assistant Principal 11th Grade Administrator	mgriffin@kipperc.org
Sean McWhite	Dean of Culture/Students 10th Grade Administrator	semcwhite@kipperc.org
Jessica Lofstedt	Assistant Principal 9th Grade Administrator	jelofstedt@kipperc.org

Family Involvement

We value our partnership with families. Parents are expected to attend parent/family meetings throughout the year to discuss your child’s progress. If you cannot attend, a representative must attend in your place. During these meetings, parents have the opportunity to see student presentations, learn more about school procedures and policies, better understand our curriculum and assessments, and become actively involved in educating our students and furthering the school’s mission.

One of the keys to the success of KIPP North Carolina Public Schools is the strong working relationship among families, teachers, and children. Below are some additional ways that families can get involved. Please feel free to suggest any other ideas you might have.

- ☺ Get involved in parent-literacy activities with your child
- ☺ Attend our family nights and Parent Universities
- ☺ Attend student performances
- ☺ Attend Awards Ceremonies
- ☺ Attend family-meetings with teachers
- ☺ Schedule time to come to school and sit in on classes (please make an appointment!)
- ☺ Inform us of community events or activities we should be participating in
- ☺ Volunteer at school events
- ☺ Carpool with other families
- ☺ Cheer and support our sports teams

Supporting your child

- Check in with your student regularly to ensure they are attending classes, completing all assignments, and turning in work that is high-quality.
- Ensure that you are familiar with class schedules and assignment due dates. Assist your student in sticking to them.
- Ask your student about what they learned today.
- Ensure a work space is set up that includes a table or desk, internet access, an outlet to keep their device plugged in, and minimal noise or distractions.

Communication

- Contact the teacher(s) regularly to ensure your child is progressing and meeting expectations. Phone calls, emails, and Remind messaging are all welcome forms of communication. Limit all communication between the hours of 6:00am and 9:00pm. Please allow for at least 24 hours for email responses.
- Contact the teacher immediately if your child is having difficulty with instructional material or access to lessons.
- Respond to teacher communications as promptly as possible.
- Let teachers and/or operations staff know about any changes to your contact information, address, or other important information.
- Review weekly/bi-weekly newsletters for school and grade level updates.

Partnering with teachers

- Create a consistent routine and schedule for your child (teachers can help!).
- Provide feedback on what is going well and what can be improved.
- Utilize teachers' office hours for support .
- Send us pictures and videos of your student working so that we can celebrate successes together!
- Attend orientations and trainings offered to ensure familiarity with online platforms.
- Hold your student accountable to completing assignments and attending lessons.

School Programs, Policies, and Procedures

Title I Program

Our schools each receive federal funds for Title I programs that are part of the No Child Left Behind (NCLB) Act of 2001. You can find additional information about this program at

<https://www2.ed.gov/programs/titleiparta/index.html> and you can also request additional information from us if you do not have access to the internet.

New Student Orientation/Family Open House Days

Each August, students who are new to our schools participate in a multi-day New Student Orientation. The purpose of Orientation is to familiarize students with the behavior and academic expectations of all students. Not only are new students able to meet the members of their Pride, they also meet their teachers before they begin with their classmates on the first day of school.

Senior Orientation: August 11-12, 2022

Junior Orientation: August 15-16, 2022

Sophomore Orientation: August 17-18, 2022

Freshman Orientation: August 19, 2022

Enrichment Opportunities

KIPP North Carolina Public Schools offer a full range of athletic and fitness options, visual and performing arts, and student clubs and organizations. A unique aspect of KIPP North Carolina Public Schools is the range of opportunities that students may choose to pursue based upon their needs, talents, and goals.

Athletic Program

KIPP NC Public School athletic teams adhere to the policies of the state and local athletic conferences. All student-athletes must have a current physical and signed concussion information on file in order to participate in any sport (physicals are valid for one year).

In addition, because we are college-preparatory schools, our expectations exceed the mandated regulations. We expect everyone who participates in sports to be a student-athlete who represents our schools both in the classroom and on the court or field. Playing sports is a privilege earned at our schools by meeting both academic and behavioral expectations. Student-athletes who do not meet behavioral and sportsmanship expectations may be suspended or permanently removed from an athletic team. Students who do not complete a full athletic season may be suspended from participating in the following season at the discretion of the principal and athletic leader.

In order to be eligible to participate in high school sports, students must first have an overall cumulative unweighted GPA of at least a 2.0. In addition, students must meet the requirements for the North Carolina High

School Athletic Association. If students have re-taken a course, only the highest grade in the course will be counted in athletic eligibility calculations.

In order to be eligible to participate in middle school sports, students must meet KIPP NC Public Schools' academic eligibility requirements. In addition, all middle school athletes must meet the requirements of their local athletic conference.

Drop Off/Pick Up

KIPP NC is committed to being a safe environment for all students. As a result, it is important that students honor our school hours. Students should avoid arriving before 7:30am; there is no supervision provided before this time. Parents are expected to pick their child up by 4:15pm or at the scheduled time for after school tutorials, club meetings or athletic practices. This expectation applies to athletic events and field trips as well.

Parking Lot

High school students with valid driver's licenses and insurance may opt to park in the school parking lot. **Students must return the parking signed Parking Permit Application to their grade level administrator by August 26, 2022.** Students must have their designated parking decal in their car at all times. Students are expected to park only in the designated student parking during school hours and must drive safely and responsibly. A student may lose the privilege to park in the school parking lot for failure to follow safety expectations, chronic tardiness to school, or not meeting behavioral expectations at school.

School Visitors

KIPP NC welcomes those who are interested in the school to visit during school hours. Visitors should make appointments rather than show up unannounced. Visitors who do not have an appointment may be asked to return with an appointment. All visitors must sign in and receive a visitor's pass from the receptionist desk in the main office before being allowed around campus.

School Sponsored Activities

KIPP NC sponsors dances and other school-sponsored activities for the enjoyment of KIPP NC students and their guests. Below are parameters for sponsored activities:

- All rules are in effect at all school-sponsored activities both on and off campus.
- For specified events, students may be permitted to invite non-KIPP NC students. Students will be notified in advance as to whether the event is for only KIPP NC students or is open to the community.
- Students leaving prior to the end of an activity for any reason may not re-enter the activity.
- KIPP NC students and their guests may be asked to leave an activity if they conduct themselves in an inappropriate manner or violate the school handbook. No refunds will be made for those in violation of school rules and policies.
- KIPP NC staff may refuse a guest for any reason.

Closed Campus

Providing a safe and orderly campus environment is important. Students are required to stay on campus upon arrival. If it is necessary to leave campus for a doctor or dental appointment or for reasons of illness, students must check out through the Main Office. If students need to go to their car during the school day they must notify the main office first.

Student Expectations and General Code of Conduct

Dress Code and Uniform Expectations

The mission of KIPP GCP: Pride High School is to prepare our scholars with the skills and confidence to pursue the paths they choose- college, career and beyond- so they can live choice-filled lives and build a more just world. Our dress code policy is designed to align to our core values of Leadership, Excellence, Community, Integrity and Humility. Through our dress code policy, we will promote unity, community, pride within our school and ensure that students are safe, age appropriately dressed and minimize distractions to prioritize learning.

Our focus on academic achievement is reflected in our student dress code policy and uniform expectations. Following the dress code is a tenet of the Commitment to Excellence.

Families – To ensure your student has a strong start to their day, please ensure your student is meeting dress code and uniform expectations when they leave for school each day.

	Monday-Thursday	College Friday
Outerwear	KIPP or College Zip-Up/Hoodie	KIPP or College Zip-Up/Hoodie
Shirts	KIPP T-shirts/Polo/Oxford	KIPP or College Shirt
Bottoms	Khaki, Blue, Black or Gray Bottoms (Pants/Skirts/Shorts) Skirts and shorts should be no more than 2 inches above the knee.	Khaki, Blue, Black, Gray or Jeans Bottoms (Jeans should be free of rips, tears, and frays) Skirts and shorts should be no more than 2 inches above the knee.
Shoes	Sneakers, Crocs, Boots Leave your slides, slippers, and flip-flops at home :)	Sneakers, Crocs, Boots Leave your slides, slippers, and flip-flops at home :)

Personal Belongings

Students are not allowed to have the following items at school:

- Gum or candy
 - Blankets
 - Hair bonnets
 - Bedroom/house slippers
 - Stuffed animals or dolls
 - Toys, such as Spinners, fidgets, etc. (unless for school-approved learning accommodations)
 - Weapons and toy weapons, including mace and pepper spray.
 - Lighters or matches
 - Any illegal substance
 - Any electronic devices such as CD players, gaming devices, and laser pointers.
- *Please see cell phone policy regarding cell phone expectations.

Students should not bring large quantities of money to school, unless it is for a school-approved reason, such as paying for a field lesson or other school event/activity.

Students may not sell food, candy, or other items during the school day without prior permission from an administrator.

Note: the school is not responsible for any lost personal belongings that are brought to school. If it is valuable, keep it at home!

Telephone/Cell Phone Use and Expectations

While we understand that cell phones may be necessary for students to stay in contact with their families during travel to and from schools, cell phones are NOT needed during the day. Use of cell phones during the day lead to distractions in the learning environment, and at times pose safety risks.

Student cell phones should be turned off and placed inside of a backpack before the learning environment each period. If a student does not have a backpack, the phone can be turned into the main office, to be picked up at the end of the day. If cell phones are seen out of backpacks or being used during instructional time the following steps will be taken by the school:

- 1st time: Students will be asked to put the phone away and given a reminder of the school cell phone expectations.
- 2nd time: Cell phone will be collected by teacher/administrator and returned to student at the end of the day. A parent may be called to discuss the situation as needed.
- 3rd time: Cell phone will be collected by teacher/administrator, parent will be called, and parent will need to come to school and pick up the phone.
- Continued violations of expectations: Any additional offenses will result in additional consequences, including but not limited to:
 - Cell phone collected daily in the morning and returned in the afternoon

- No cellphone allowed on campus
- Mandatory parent/guardian meeting
- In school suspension
- Out of school suspension

If a cell phone rings, vibrates or is used during instructional time, while in the learning environment, the cell phone will be confiscated and/or the above steps will be taken. **Any unapproved device that is used in class can be confiscated. Parents will be required to pick up these items if they are confiscated.** In addition, the school is not responsible for any items that are lost, misplaced, or stolen during the day.

If a parent needs to contact their child during the school day, they should contact the Main Office. A staff member will ensure that the student receives the message. Students are not allowed to make phone calls or send/receive text messages during instructional time while in the learning environment, even to parents. In the case of an emergency, students can utilize a school phone to make the necessary call, or utilize their personal cell phone in the main office with permission from a school staff member. Students may not use any cell phones while in the learning environment and during instructional time.

- Note: This cell phone policy also applies to earbuds, earphones, headphones, etc.

School Technology Use

The mission of the technology program at KIPP North Carolina Public Schools is to create a collaborative learning environment for all learners. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students' engagement with content and promoting the development of self-directed, responsible life-long learners and users. Students will transition from consumers of information to creative producers and owners of knowledge.

Device Purpose

KIPP North Carolina Public Schools supply students with a Chromebook device for use in school only. This device is property of KIPP North Carolina Public Schools. The supplied instructional device's function will provide each student access to required educational materials needed for each student to be successful. The Chromebook allows student access to approved Google Apps for Education, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or high end computing.

Expectations

Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all computer privileges depend on every student using the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose
- Use the computer for a purpose unrelated to their school work
- Use profane, obscene, impolite, threatening, or abusive language
- Change computer files that do not belong to the user
- Violate someone else's privacy by accessing their accounts

- Share their password with anyone except adults at the school

The policies, procedures, and information within this document apply to all Chromebooks used at KIPP North Carolina Public Schools by students, staff, or guests, including any other device considered by the administration to fall under this policy. Teachers may set additional requirements for Chromebook use in their classroom.

Students at KIPP North Carolina Public Schools can be issued Chromebooks for use in school only. ***Parents and students must sign and return the Student Computer Agreement (see Appendix) before the Chromebook can be issued to their child for school use.*** This document will need to be signed and returned during the first week of school.

Unacceptable use of the Internet will result in immediate revocation of access privileges until the student has completed a school designated consequence for their actions.

Parents and students are responsible for computer damage that is intentional or beyond the normal wear and tear of school usage. Please remind students to take care of their equipment.

School Property

It is because of the hard work and commitment of numerous people that KIPP NC has many excellent resources. Students should treat the campus with respect by not damaging property (including restrooms, desks, tables, lockers, sports equipment, textbooks, and technology). Students should immediately report any damage or incident causing damage. Student textbooks and school novels are considered school property. *Students are responsible for the school issued textbook or novel; if lost, stolen or damaged, the student and parent are responsible for payment to replace the book.*

Respect For All- Discrimination Policy

KIPP North Carolina Public Schools brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals are foremost in all school activities. KIPP North Carolina does not and shall not discriminate on the race, color, religion, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, or status as a veteran in any of its activities or operations. KIPP North Carolina Public Schools wishes to stress that it is the responsibility of every member of the community to observe and uphold the principles of equal opportunity as they affect staff, faculty, and students in all aspects of school life. It is the responsibility of every member of the KIPP North Carolina Public Schools community to actively promote appropriate school behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including expulsion or dismissal from our program.

Incident Reporting- Mandated Reporters

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have reasonable cause to believe

that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

In addition, in accordance with NC law, when any principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm or weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency.

“School property” shall include any school building, school or chartered bus, the school campus, grounds, recreational area, or athletic field in the charge of the principal, including school-sponsored events that are held off-campus.

The principal shall notify their Head of Schools, in writing or by email, about any report made to law enforcement under this subsection. This notification shall occur by the end of the workday in which the incident occurred when reasonably possible, but not later than the end of the following workday.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation—and such an act of failure is considered a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Prohibition Against Discrimination, Harassment, and Bullying Policy

It is the policy of KIPP North Carolina Public Schools that students should not be subjected to forms of unlawful discrimination, harassment, bullying, or hazing while at school or school-sponsored activities. Furthermore, this policy’s intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the school regarding the identification, prevention, intervention, and reporting of such antisocial acts. The school acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The school shall not discriminate on race, color, religion, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, status as a veteran, or any other status protected by law in any of its activities or operations. The school will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying Students

Students, employees, contractors, volunteers, and visitors are expected to behave in a civil and respectful manner. The school expressly prohibits unlawful discrimination, harassment, bullying, and hazing. Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct, and any applicable laws. Any violation of this policy is serious, and the school shall promptly take appropriate action. Students will be disciplined in accordance with the school’s

student behavior management plan. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, exclusion or expulsion.

When considering if a response beyond the individual level is appropriate, the school will consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the principal to address the behavior.

2. Retaliation

The school prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the principal shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, and bullying by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to students vis-a-vis other students, faculty, staff, volunteers/visitors, or contractors. The school's policies on unlawful discrimination and harassment as applied to employees, volunteers/visitors, and contractors can be found in the school's Employee Handbook. This policy applies to behavior that takes place:

- in any school building or on any school premises before, during, or after school hours
- on any bus or other vehicle as part of any school activity
- at any bus stop
- during any school-sponsored activity or extracurricular activity
- at any time or place when the individual is subject to the authority of school personnel
- at any time or place, whether on or off of school campuses, when the behavior has a direct and immediate effect on maintaining order and discipline in the schools
- while using school or personal electronic communications

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category that is protected by law or by the organization. Discrimination may be intentional or unintentional.

2. Harassment

- a. Harassment is any pattern of gestures or written, electronic, or verbal communications, or any

physical act or any threatening communication that:

- 1) places a student or school employee in actual and reasonable fear of harm to their person or damage to their property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying, and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic that is protected by law or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic that is protected by law. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. **Sexual harassment** is one type of harassment. Per the Title IX of the Education Amendments of 1972, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's academic progress or completion of a school-related activity;
- 2) submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive educational environment. Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures, or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to

determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. **Gender-based harassment** is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Bullying

Bullying means unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying may also place a student in actual and reasonable fear of harm to his or her person or damage to their property. Bullying behavior is often repeated, or has the potential to be repeated, over time. Bullying includes intentional actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose or any action that involves a real or perceived power imbalance. Bullying can also include behavior that constitutes harassment or sexual harassment and can include cyber bullying.

4. Hazing

North Carolina law makes it unlawful for any student in attendance at any school in the State to engage in hazing, or to aid and abet any other student in the commission of this offense. For the purpose of this section hazing is defined as follows: To subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.

5. Electronic Communications

Electronic communications apply to employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e. Snapchat or Instagram). Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

D. TRAINING AND PROGRAMS

The KIPP NC Executive Director or other designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

- Provide examples of behavior that constitutes unlawful discrimination, harassment or bullying
- Teach employees to identify groups that may be the target of unlawful discrimination, harassment or bullying
- Train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet

E. NOTICE

The KIPP NC Executive Director or designated Title IX Coordinator is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of unlawful discrimination, harassment, and bullying. This policy will be posted in the Student & Family handbook on the school's website, and copies of the policy are available at the front office. Notice of this policy will appear in all student and employee handbooks and in any school publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

F. COORDINATOR

The KIPP NC Executive Director or designee shall appoint one or more individuals to coordinate the school's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to the School alleging noncompliance with Title VII or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The Executive Director or designee shall publish the name, and phone number of the compliance coordinator in a manner intended to ensure that students, employees, parents, and other individuals who participate in the school's programs are aware of the coordinator.

G. RECORDS AND REPORTING

The KIPP NC Executive Director or designee shall maintain confidential records of complaints or reports of unlawful discrimination, harassment, or bullying. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The KIPP NC Executive Director also shall maintain records of training conducted and corrective action(s) or other steps taken by the school to provide an environment free of unlawful discrimination, harassment, and bullying. The KIPP NC Executive Director shall report to the Board all verified cases of unlawful discrimination, harassment, or bullying under this policy.

H. EVALUATION

The KIPP NC Executive Director or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful discrimination, harassment and bullying and shall share these evaluations periodically with the Board.

I. REPORTING

- For bullying, there are multiple ways to report incidents of bullying. Students and families may report directly to any teacher, principal, grade level chair, dean, assistant principal, or social worker/school counselor verbally or via email or writing.
- For discrimination, harassment, and sexual harassment complaints, students or their parents should contact the principal and/or Title IX coordinator immediately and file a complaint.

Bus Expectations and Rules

As noted in the transportation section, KIPP NC Public Schools provide limited bus service for its students in order to have a safe and dependable way to get to school. Because KIPP NC provides these services, students are expected to behave in accordance with school expectations. Students should exercise the same discipline

on the bus as at school. If the behavior warrants adult attention at school, an adult should be informed regarding the behavior on the bus. If students do not exercise the same discipline on a bus as in school, students will have their bus privileges suspended—temporarily or permanently. In such cases, parents are responsible for making transportation arrangements for the student.

- **Riding the Bus:** In order to change their normal bus and/or bus stop, students must turn in a signed letter to the Main Office. We must have a note on file in order for a student to ride a different school bus; phone messages are not permitted.
- **En Route to the Bus Stop:** Parents are encouraged to review their child's walking route to the bus stop and advise their child of any safety concerns.
- **Be Prompt:** Bus passengers should arrive at the bus stop at least ten minutes before the bus is scheduled to arrive. For safety, once bus doors are closed, drivers will not stop for late-arriving students.
- **At the Bus Stop:** While waiting at the bus stop, students are expected to stand at least 10 steps from the street and avoid activities that could injure themselves or others. When the bus approaches, students must observe the instructions of the driver. This is particularly important in the winter when slick road conditions exist.
- **Boarding and Departing the Bus:** It may be necessary to cross the road to board the bus. Students are expected to observe the driver's instructions and always cross in front of the bus with the aid of the flashing stop sign lights and crossing arm. At regular stops, family members are not permitted to enter a bus. Family and community members should contact the school's transportation leads with any questions or concerns.
- **Exiting the Bus:**
 - Passengers are permitted to leave the bus only at the regular, designated stop. Any change must be made with the parent's request in writing and must be approved by someone in the office.
 - Elementary school students may be dropped off only with an authorized adult or sibling. Authorized individuals will show a keychain tag at the driver's request to verify identity.
 - If a student lives on the opposite side of a road from the bus stop, the student should go to the front of the bus and wait until the bus driver gives the signal to cross the road. Never cross the road in the rear of a stopped school bus.
 - If you leave something on the bus, never return to the bus to get it. The driver may not see you and may begin moving the bus.
 - Make sure that drawstrings and other loose objects are secure before getting off the bus so that they do not get caught on the handrail or the door.
 - If you drop something near the bus, tell the bus driver before you attempt to pick it up.
 - Respect the "Danger Zone" which surrounds all sides of the bus. The "Danger Zone" is ten feet wide on all sides of the bus. Always remain 10 steps from the bus to be out of the "Danger Zone" and where the driver can see you.
 - Never speak to strangers at the bus stop and never get into the car with a stranger. Always go home and tell your parents, the bus driver and principal if a stranger tries to talk to you or pick you up.
- **Accidents/Breakdowns:** Bus drivers are thoroughly trained in defensive driving techniques and

buses are carefully maintained. Yet, given the thousands of miles traveled annually and the traffic conditions in our area, accidents and breakdowns can happen. All bus drivers have a cell phone, and help will be just minutes away. In the event of an accident or breakdown, passenger cooperation is essential. In the event of an accident or breakdown, students are expected to follow the directions of the bus driver.

- **Driver Authority:** The driver has full authority over the passengers on the bus. Seating assignments are necessary to ensure passenger safety. If inappropriate behavior is demonstrated by a student, the parent and school office will be contacted to assist the student to modify the behavior of concern.
- **Student Conduct:** Safe, respectful conduct is expected of all passengers to ensure safety:
 - Follow the driver's instructions the first time. The driver of a school bus is in complete charge.
 - Be seated immediately, and remain seated until exiting the bus.
 - Always speak quietly on the bus so the driver will not be distracted. Always be silent when a bus comes to a railroad crossing, so the driver can hear if a train is coming.
 - Keep the aisles clear at all times. Feet should be directly in front of you on the floor and book bags should be kept on your lap. Large instruments or sports equipment should not block the aisle or emergency exits.
 - Refrain from touching the emergency door, fire extinguisher, or other equipment on the bus. If there is an emergency, listen to the driver and follow instructions.
 - Hands should be kept to yourself at all times while riding on the bus.
 - Keep all body parts and all belongings inside the bus at all times.
 - Refrain from writing on or tampering with seat coverings.
 - Keep the bus clean. Throw away any trash.
 - Use appropriate behavior and language at all times.
 - When the bus goes to 0 (zero), make no noise. 0 (Zero) means silent reading, studying, or sleeping.
- **Disciplinary Procedures:** When, in the opinion of the driver, a serious rule violation occurs, or when the driver's efforts to deal with less severe violations are unsuccessful, or a pattern seems to have developed, a school bus incident report will be initiated. The intent is to maintain good order and a safe environment for students riding buses to and from school or school sponsored activities, as well as to notify parents of the misconduct of their children. Please remember that riding a KIPP NC bus is a privilege that must be maintained through excellent behavior.

Violations of school expectations or endangering the safety of others will result in immediate disciplinary actions. The age and experience of the student will help determine which consequences are appropriate. Egregious activities may result in immediate suspension from bus riding privileges and/or school suspension or expulsions. These include but are not limited to:

- Fighting on the bus or at the bus stop
- Throwing objects in or out of the bus
- Possession of dangerous weapons or articles
- Destroying or defacing property
- Using sparking devices

- Smoking or using (including possession of) drugs, alcohol, or any form of tobacco
- Obscene gestures or profanity directed at the bus driver or others
- Any part of the body extended outside of the bus
- Assaulting a bus driver
- Using a laser pointer

Items Not Allowed on the Bus: For reasons of safety and health and in order to comply with state law and district policies, the following items are **not** allowed on a school bus:

- Glass objects; bottles, jars, etc.
- Inflated balloons
- Live animals or insects
- Plants, dirt, other growing projects
- Weapons; guns, knives, razor blades, etc. (real or toy)
- Sports equipment which could endanger others, like javelins, pole vaults, or shot puts
- Any item which cannot be transported easily or which creates a safety concern

Please arrange for alternative transportation if any of the above need to go to or from school.

Note: While cell phones are permitted on our buses, the use of such devices will be monitored by our bus drivers for safety and appropriate use. Students should respect each other and the driver by keeping noise down and refrain from videotaping or projecting harmful images. Students should show respect with, and through, their use of technology.

KIPP NC & GCP Pride High School Discipline Code and Student Behavior Expectations

KIPP North Carolina is committed to maintaining safe and orderly learning spaces for all students, in which students know that they are safe, valued, and that their voice matters. KIPP NC has created a Code of Conduct which identifies certain behaviors that are considered outside of our core values, and for which harm must be repaired. In certain extreme circumstances, a student must be temporarily removed from the community by suspension. Suspension is a serious consequence. Suspended students will not be allowed to participate in any non-core instructional school activities.

KIPP GCP Pride High School partners with families to use a variety of approaches to avoid suspension of any type whenever possible. We commit to communicating directly with you whenever there are concerns. Sample student consequences could include after school and lunch detention, or withholding participation in a special event.

Our staff are trained in developing a trauma-conscious lens, promoting resilience in students, and being a protective factor for them. We use restorative practices to build relationships and foster a sense of belonging in our students. Our teachers, leadership teams, and counseling staff work collaboratively with students and families to support students through the consequences of negative actions.

When disciplinary actions are absolutely necessary, consideration will be given to the student's age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the student's IEP, BIP,

or 504 Accommodation Plan. In addition, consideration shall also be given to whether, because of the student's grade, the removal will result in the student being removed from their appropriate grade-level classroom for a single class period or for the entire day. Any removal which extends for multiple class periods will be tracked centrally by the school.

We believe all KIPP students have the following rights:

- The right to a free public school education
- The right to express opinions, support causes, organize, and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by KIPP North Carolina and the North Carolina Department of Public Instruction
- The right to be treated fairly in accordance with the rights set forth in the Discipline Code

Insistence on reasonable and responsible behavior from every student is essential to ensuring that the aforementioned rights can be preserved. In accordance with the Discipline Code, violation of these may lead to disciplinary measures. Acceptance of responsibility will provide students with greater opportunity to serve themselves and society by learning from mistakes.

Behavior Violations Matrix

The Matrix below outlines specific violations and their associated levels of response. Please refer to the Levels of Accountable Consequences and Restorative Interventions chart for descriptions of the six levels, as well as the range of accountable consequences and aligned restorative interventions associated with each level. **Repeated incidents of the same violation may warrant the next level of consequences.** Disciplinary responses for certain violations are modified for younger children (*See asterisk by some behavior violations).

Level 1 Violations

Classroom Violations-

- Procedural violation-
 - Does not bring necessary materials to class. Does not manage classroom materials. Does not complete assigned work.
- Non-cooperation and Non-participation-
 - Non-participation in learning activities. Initiating or joining conversations with another student. Playing around or goofing with others. Difficulty working cooperatively with others.
- Minor impulse control, self-management, and personal distress-
 - Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments. Persistent complaining. Inability to work silently without bothering others. Inability to manage confusion, frustration, or anger effectively. Persistent attention-seeking behaviors.
- Major impulse control, self-management, and personal distress-
 - Deliberate use of negative speech that sabotages the group. Out-of-control emotions and behaviors.

Level 2 Violations

Classroom Violations-

- Non-cooperation and Non-participation-
 - Non-participation in learning activities. Initiating or joining conversations with another student. Playing around or goofing with others. Difficulty working cooperatively with others.
- Minor impulse control, self-management, and personal distress-
 - Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments. Persistent complaining. Inability to work silently without bothering others. Inability to manage confusion, frustration, or anger effectively. Persistent attention-seeking behaviors.
- Major impulse control, self-management, and personal distress-
 - Deliberate use of negative speech that sabotages the group. Out-of-control emotions and behaviors.

Academic Dishonesty-

- Plagiarism\copying-
 - Representing others' words or ideas as one's own. Students may receive no credit, partial credit, or alternative.
- Cheating-
 - Producing academic work through dishonesty or deceit. Students may receive no credit, partial credit, or alternative assignments.
- Altering or falsifying records or signatures-
 - Producing academic work through dishonesty or deceit. Students may receive no credit, partial credit, or alternative assignments.
- Assisting another student in any of the above acts-
 - Producing academic work through dishonesty or deceit. Students may receive no credit, partial credit, or alternative assignments.

Aggression- Verbal Aggression Directed Toward Adults

- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult

Physical Aggression Directed Toward Adults-

- Minor physical aggression-
 - Students anger or frustration that presents itself through hitting or grabbing; and accidental touching of an adult when students are separated by adults during a physical fight

Level 3 Violations

Classroom Violations-

- Major impulse control, self-management, and personal distress-
 - Deliberate use of negative speech that sabotages the group. Out-of-control emotions and behaviors.

Academic dishonesty-

- Any of the above acts, persistent or involving a group of students-
 - The incident has a far-reaching impact on the community.

Aggression- Verbal Aggression Directed Toward Adults

- Persistent, hostile, oppositional, confrontational refusal to comply with directions and requests
- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult
- Verbal or Written Threats-
 - The threat must be communicated to the person in order for it to be considered “communicating threats.” The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, email, postings on Internet sites, or through other electronic mechanisms create a substantial disruption to the school environment.

Physical Aggression Directed Toward Adults-

- Minor physical aggression-
 - Students' anger or frustration presents itself through hitting or grabbing; and accidental touching of an adult when students are separated by adults during a physical fight
- Physical intimidation/threats-
 - Threatening with a gesture(s) or body language. The intensity of the threat needs to be considered when assigning consequences.

Verbal Aggression Directed Toward Students-

- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students
- Verbal or Written Threats-
 - The threat must be communicated to the person in order for it to be considered “communicating threats.” The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, postings on Internet sites, or through other electronic mechanisms that create a substantial disruption to the school environment.

Physical Aggression Directed Toward Students-

- Unwanted, non-sexual contact/touching

Level 4 Violations

Aggression- Verbal Aggression Directed Toward Adults-

- Persistent, hostile, oppositional, confrontational refusal to comply with directions and requests
- Verbal or Written Threats-
 - The threat must be communicated to the person in order for it to be considered “communicating threats.” The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, postings on Internet sites or through other electronic mechanisms that creates a substantial disruption to the school environment.

Physical Aggression Directed Toward Adults-

- Major physical aggression-
 - Hitting, kicking, shoving, punching, scratching, usually accompanied by verbal or physical threats and gesturing.
- Throwing objects that cause intentional bodily injury
- Physical intimidation/threats-
 - Threatening with a gesture(s) or body language. The intensity of the threat needs to be considered when assigning consequences.

Verbal Aggression Directed Toward Students-

- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students
- Verbal or Written Threats-
 - The threat must be communicated to the person in order for it to be considered “communicating threats.” The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, email, postings on Internet sites, or through other electronic mechanisms create a substantial disruption to the school environment.

Physical Aggression Directed Toward Students-

- Unwanted, non-sexual contact/touching

Level 5 Violations

Aggression-Verbal Aggression Directed Toward Adults

- Persistent, hostile, oppositional, confrontational refusal to comply with directions and requests
- Verbal or Written Threats-
 - The threat must be communicated to the person in order for it to be considered “communicating threats.” The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, email, postings on Internet sites, or through other electronic mechanisms that creates a substantial disruption to the school environment.

Physical Aggression Directed Toward Adults-

- Major physical aggression-
 - Hitting, kicking, shoving, punching, scratching, usually accompanied by verbal or physical threats and gesturing.
- Throwing objects that cause intentional bodily injury
- Physical intimidation/threats-
 - Threatening with a gesture(s) or body language. The intensity of the threat needs to be considered when assigning consequences.

Level 6 Violations

In addition, students may be subject to other disciplinary actions resulting in removal from school for a period of time if it is determined that they committed any of the infractions listed here and/or listed in the KIPP North Carolina Public Schools Commitment to Excellence.

Suspension and Expulsion

All suspensions and alternative instruction shall be enforced substantively and procedurally in accordance with North Carolina State Law. The terms “suspension” and “expulsion” will be considered to mean the following:

- “Short-term suspension” refers to the removal of a student from school for disciplinary reasons for a period of ten or fewer days.
- “Long-term suspension” refers to the removal of a student from school for disciplinary reasons for a period of more than ten days.
- “Expulsion” or “Dismissal” refers to the permanent removal of a student from school for disciplinary reasons.

Short-Term Suspension

A student who is determined to have broken the KIPP North Carolina Public Schools Commitment to Excellence or has committed any of the infractions listed below may be subject to at least a short-term suspension, unless the principal determines that an exception should be made on the individual circumstances of the incident and the students’ disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate law enforcement agencies. The purpose of suspension is to prevent and support a change in challenging behaviors that negatively impact the student and school environment. Suspensions are an opportunity to reflect and reset behaviors, to refocus on learning and positive behaviors, and make amends for disruptive behaviors. Suspension is used when other forms of disciplinary action have failed to correct the student’s behavior. The Principal’s decisions regarding short-term suspensions are final and may not be appealed. Finally, a student who commits any of the acts described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the principal’s discretion. The following is a list of behaviors that may lead to a short term suspension:

- Leaving school property without permission or skipping a class
- Repeated and persistent disrespect to teammates or teachers
- Use of, or possession of, alcoholic beverages or tobacco
- Intimidation, harassment, or physical harm (sexual, physical, or emotional) or the threat thereof
- Vandalize school property causing minor damage
- Endanger the physical safety of another by the use or force or threats of force, which reasonably places the victim in fear of imminent bodily injury
- Engage in conduct with disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Bullying – verbal, physical, social, or psychological behavior that is harmful and involves the misuse of power towards another, in person and/or through communication technologies
- Steal, or attempt to steal, or possess property known by student to be stolen
- Commit extortion
- Engage in gambling
- Trespass on school property
- Use obscene or abusive language or gestures
- Misuse of electronics or possession of pagers, beepers, or portable/cellular telephones not being used for instructional purposes
- Refuse to identify themselves to school personnel

- Academic dishonesty (cheating, plagiarizing, or copying from another student)
- Instigating a fight
- Bus write up or poor behavior on bus
- Commit any other act which school officials reasonable conclude disrupts the learning environment of the school
- Repeatedly commits minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action

Procedures for Short Term Suspension

In cases where a suspension is a warranted consequence, schools will take the following steps to communicate and impose the suspension.

- After the principal/designee discusses/investigates the disciplinary incident by speaking to all involved students/teachers, they will determine the appropriate consequence.
- The suspension decision will be shared with the student, and every attempt will be made to contact and communicate the disciplinary incident and subsequent suspension decision to parents prior to the end of the day, or before 8:00pm prior to the next school day when the suspension begins.
- The school will generate a suspension letter that documents all the concerning behaviors and reason for the suspension, as well as the length of the suspension, and date of return.
- The school will collect classwork and other materials for the student to complete at home during their suspension.
- Upon completion of a suspension, the school will engage in a reentry meeting with the student and family to ensure restoration, generation of an action plan, or implementation of other supports to ensure future student success.
- School reserves the right to request a parent meeting prior to the student's return to school.

Long-Term Suspension

Before a student is suspended in excess of 10 days for repeated misconduct or lack of commitment, the school tries several strategies to help the student recommit. If a student does not show notable improvement regarding misconduct or commitment the principal may resort to long-term suspension in excess of 10 days. Parents must be notified in writing of the incident(s) resulting in the long-term suspension by the principal. The parents of the student may appeal the decision following the procedures outlined in the KIPP NC Grievance Policy. For suspensions that impact the remainder of a school year, if space permits, students may be readmitted the following year at the discretion of the Board of Directors. Local school boards in North Carolina may refuse to admit any student who is suspended or expelled from a charter school due to actions that would lead to suspension or expulsion from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Disciplinary Infractions that may lead to a long term suspension include, but are not limited to the following:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school
- Commit, or attempt to commit arson, on school property
- Possess, sell, distribute, or use any alcoholic beverage, controlled substance, imitation controlled

substance, or marijuana on school property or at school-sponsored events

- Assault any other student or staff member
- Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect themselves from injury
- Vandalize school property causing major damage
- Threats of abusive action such as violence or extortion
- Disrespect to Adult (disreputable conduct as defined and determined by Leadership Team);
- Physical contact with an adult without the intent to harm (pushing past an adult to leave or enter a room; pushing a desk or chair into a teacher)
- Bullying or cyberbullying
- Fighting
- Leaving school grounds without permission
- Causing a false alarm (pulling fire alarm, calling 911, school threat, or in some other way instigating a false alarm)
- Sexual harassment
- Commit any act which school officials reasonably conclude warrants a long-term suspension

In addition, a student who commits any of the acts described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the principal's discretion.

Any student age 14 or older who physically assaults and seriously injures anyone on school property or buses is subject to suspension up to 365 days.

Procedures for Long-Term Suspension

When the principal/designee recommends the long-term suspension of a student, notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible. The written notice, provided by mail, email, or delivered in-person, may be preceded by a phone call to the parent. When school personnel are aware that English is not the primary language of the parent, the notice shall be written in both English and in the primary language of the parent when the appropriate translation resources are readily available.

No long-term suspension shall be imposed on a student until an opportunity for a formal hearing is provided to the student. The parent will have three days (72 hours) from the notification to request a hearing via email or written letter to the principal/designee. When no hearing request is received within the designated period, the principal/designee may impose the long-term suspension. When a hearing is requested, the student and parent shall be given notice of the time and place of the hearing, to be held between three (3) and five (5) school-days after the hearing request is received.

If the student or parent requests a postponement of the hearing via email or written letter to the principal/designee, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student

or parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing.

365-Day Suspension for Firearm Possession

The Federal Gun-Free Schools Act, which applies to public schools like ours, states that a student who is determined to have been in possession of a weapon on school property, bus, or at a school-sponsored event off the property must be suspended for at least one calendar year. School administrators may modify this suspension requirement on a case-by-case basis within the boundaries defined within the law. Weapons (including but not necessarily limited to, guns, pistols, rifles, knives of any kind regardless of size; pepper spray; electric shock devices, box cutters; facsimiles of guns or other weapons; firecrackers or sparklers) are prohibited. Students who are suspended under this statute have the right to petition the KIPP North Carolina Public Schools Board of Directors for readmission.

Discipline for students with Special Needs

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same offenses. Discipline of a student with a disability (whether the disability has been formally identified by an IEP or is simply suspected) will be consistent with federal and state laws and may be adjusted to reflect individual needs.

In the case of a student with an IEP or a student who receives 504 accommodations, KIPP GCP Pride High School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal law, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding the discipline of students with disabilities. Prior to recommending a suspension for more than ten consecutive days (or a series of short-term suspensions adding up to more than ten days) for a student with a Section 504 Plan, the principal/designee will convene a review committee within the school to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 plan. If the student has an IEP, the KIPP North Carolina Public Schools EC Facilitator and/or Director of Student Support Services will be asked to conduct this review. If the school's review committee or regional personnel determines that: (a) the student's misconduct was not a manifestation of their disability, (b) the student was appropriately placed and received appropriate services at the time of the misconduct, and (c) that appropriate behavior intervention strategies were in effect and consistent with the student's IEP, then the student may be disciplined in accordance with KIPP NC's Code of Conduct.

Expulsion or Dismissal

In extreme circumstances, the principal/designee may dismiss or expel a student from school. Students may be expelled from KIPP North Carolina Public Schools for any of the following reasons:

- Continued and willful disobedience
- Open defiance of the authority of any teacher or person, having authority over them
- Conduct of such character as to constitute a continuing danger to the physical well-being of other students or staff
- Physical assault upon another student or staff
- Repeated taking, or attempting to take, personal property or money from another student or staff, or

from their presence, by means of force or fear

- Willfully causing, or attempting to cause, substantial damage to school property
- Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal/designee or other person then in charge of such building or facility
- Incitement, which is intended to and does result in, unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district
- Incitement, which is intended to and does result in, truancy by other pupils
- Known possession or known consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises
- Possession or use of a weapon
- Continual threat of danger to another student or staff
- Non-consensual sexual activity
- Gang-related activity intended to harm or intimidate

Though these behaviors are sufficient for long term suspension and/or expulsion from KIPP North Carolina Public Schools, expulsion from the school will be rarely administered, as it is the mission of KIPP North Carolina Public Schools to educate all of our students. Except in the instance of a violation of zero tolerance laws, expulsion from KIPP North Carolina Public Schools will be the last step in a lengthy process that aims to correct poor behavioral habits.

If a student commits frequent and serious infractions, that student's parent(s) will be notified of the behavior problems, as will occur with smaller incidents, and a conference with the parent(s) will be requested. At this conference, the school and the parent(s) will form an intervention plan to correct the student's behavior. The student may then be evaluated by a licensed evaluator for special emotional or academic needs. If such needs are identified and an Individualized Education Plan (IEP) is developed, that IEP will be followed by the school. For students with behavioral or emotional needs, interventions may include small group instruction, individual counseling, individualized instruction, extra tutoring, small group discussions or counseling, or some combination thereof.

If evaluations and interventions do not improve the behavior of a student, or if a student breaks the zero tolerance policy, the student may be expelled from the school. When the principal recommends the expulsion of a student, notice shall be provided to the student's parent by the end of the workday during which the expulsion was recommended when reasonably possible. The written notice, provided by mail, email, or delivered in-person, may be preceded by a phone call to the parent. When school personnel are aware that English is not the primary language of the parent, the notice shall be written in both English and in the primary language of the parent when the appropriate translation resources are readily available.

The parent will have three days (72 hours) from the notification to request a hearing via email or written letter to the principal/designee related to the expulsion. When no hearing request is received within the designated

period, the principal/designee may impose the expulsion. When a hearing is requested, the student and parent shall be given notice of the time and place of the hearing, to be held between three (3) and five (5) school-days after the hearing request is received.

If the student or parent requests a postponement of the hearing via email or written letter to the principal/designee, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student or parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing.

At any time during this process (and at any time during the school year), the parent(s) of the student may decide to remove the student from the school. Once an expulsion is imposed, the student is not entitled to be present on any KIPP North Carolina Public Schools school property. Following the expulsion from KIPP North Carolina Public Schools, the parent of the student may seek to enroll the student in another charter school or district school.

Alternate Instruction

Students who are suspended may be provided with alternative instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities. Students with disabilities who make choices that result in more than 10 days of suspension will receive academic educational services in an alternative setting, which may include their home. KIPP North Carolina will comply with state and federal laws and regulations regarding student discipline for students with disabilities.

Due Process Procedures

KIPP North Carolina Public Schools is aware of the tenuous nature of the current legislation on discipline procedures for students with disabilities. KIPP North Carolina Public Schools will stay apprised of any shift in the legislation and commits to staying in compliance with any federal law regarding student discipline for children with disabilities. KIPP North Carolina Public Schools will comply with state and federal laws and regulations concerning these issues.

Disciplinary Appeals Process

A student's family may elect to appeal a decision by the principal/designee to impose a long-term suspension or expulsion to the KIPP North Carolina Public Schools Head of Schools and or the KIPP North Carolina Executive Director/designee. All appeals must be submitted in writing after which an Appeals hearing will be scheduled. Such an appeal to the Head of Schools/Executive Director shall be heard and a final written decision issued in not more than 30 calendar days following the appeal request. The family may bring counsel with them if they so desire. In all events of expulsion, the Principal will work in conjunction with the family to find the best alternative setting.

Grievance Policy

Grievance Procedures

KIPP NC is committed to a positive learning environment and has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve the matter(s) informally. Complaints are taken seriously by KIPP NC and should proceed as follows:

Complainants should first schedule a conference with the immediately involved teacher, grade level chair, bus driver, coach, or principal/leader to discuss the issue. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

If complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the principal. Prior to the scheduling of any such meeting, complaint(s) must first provide to the principal a Grievance Letter that identifies: (a) the issue/concern/complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The principal will acknowledge the receipt of a Grievance Letter within three calendar days and attempt to respond to all Grievance Letters within 10 calendar days of their receipt.

If a resolution cannot be reached through a discussion with the principal, the complainant(s) may submit a formal Grievance Packet to the Executive Director within five days of notification of the principal's decision. The Executive Director will review the complaint to determine whether the principal has fairly complied with school policies and/or the law. This packet must include the information and materials outlined below. The Executive Director will issue a response within 10 school days of receiving the packet.

The KIPP NC Board of Directors will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board of Directors to consider an appeal of the KIPP NC Executive Director's decision an updated Grievance Packet must be submitted to the Board of Directors within 10 days of the KIPP NC Executive Director's Decision. The appeal must be submitted to the KIPP NC Executive Director. The Board of Director will respond to the appeal within 30 days of the receipt of a complete Grievance Packet. The KIPP NC Board of Directors or its designee shall:

- Research the nature of the complaint
- Interview the concerned parties
- The Board of Directors shall render a final ruling on the Grievance within 30 days or at its next regularly scheduled Board of Directors' meeting, whichever is later

Anonymous complaints may receive acknowledgement but not a resolution from the Board.

Grievance Packets

A Grievance Packet must be submitted in writing first to the principal and then, if necessary, to the KIPP NC Executive Director within 5 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance, the related school policies or laws which have been violated, and any related or supporting documents

- The results of previous discussions to resolve the conflict, including any correspondence
- The reason for the complainant(s)' dissatisfaction with the decisions previously rendered
- A description of the relief sought

APPENDIX



Title I Parent & Family Engagement Policy KIPP North Carolina Schools

Decades of research has shown that when schools work together with families to support learning, children are inclined to succeed not just in school but throughout life. KIPP North Carolina believes that learning can best take place when there is shared effort, interest, and commitment among students, guardians, extended family members, community members, and staff. The goal of this Parent & Family Engagement policy is to support in a more consistent and effective manner those things already in practice, and to generate new ways of strengthening the partnership between school and home.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term “parent and family engagement” means the participation of parents, guardians, and other family members in a regular, two-way and meaningful communication involving student learning and other school activities, including ensuring the following:

1. Parents, guardians, and family members play a vital role in supporting their child’s learning
2. That parents, guardians, and family members are encouraged to be actively involved in their child’s education at school
3. That parents and guardians are full partners in their child’s education and included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
4. That the school uses events to support family engagement in the Title I programs

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally-supported program that offers assistance to educationally- and economically-disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school’s challenging academic standards. The Title I program delivers instructional activities and supportive services to eligible students over and above those provided by the regular school program.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents and guardians to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents, guardians, and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and engagement plans.

For the 2022-23 school year, the annual meeting will be held in a combination of in-person and virtual and afternoon and evening options, with Spanish translation available.

Gaston: September 14, 2022, at 4:30; September 15, 2022, at 5:30

Halifax: September 13, 2022, at 4:30; September 14, 20212, at 5:30

Durham: September 12, 2022, at 4:30; September 13, 2022, at 5:30

Charlotte: September 8, 2022, at 4:30; September 12, 2022, at 5:30

1. We convene annual public meetings to inform these stakeholders about Title I and their right to be involved. Parents, guardians, family members, and community members are invited to attend an Open House for each grade level in the first month of school where they can hear an overview of the school program. These annual meetings take place at the school and all family members are invited and encouraged to attend through written invitations, flyers, email reminders, and follow-up phone calls. During this time, parents, guardians, and families have an opportunity to ask questions about our program, meet our staff, and view the work of the Title I students.
2. New students and parents/guardians are involved in initial home visits from the Principal or designated school administrator, and must attend a New Student Orientation for several days before school starts in the summer. Families will be contacted directly regarding dates and times of these orientations.
3. At a minimum, we maintain the following on file:
 - a. A copy of the agenda from these events highlighting that Title I programming was discussed
 - b. Documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from the presentations/meetings/home visits
 - c. Copies of any relevant presentations
 - d. Replicates of flyers, website announcements, message recordings, and/or other advertisements for these events

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

We believe that the involvement of parents, guardians, and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of our children. The Title I staff and all school personnel will strive to conduct outreach to family members and involve them in activities throughout the school year.

School leadership will ensure that this engagement policy is developed with, agreed upon with, and annually distributed to parents and guardians of participating students.

In addition, school officials and Title I school personnel will do the following:

1. Involve parents and guardians in the joint development of Title I program and school support and improvement plan and the process of school review and improvement by including parents, guardians, and families on the school improvement team and any committees that review the Title I program
2. Beyond initial home visits, we hold an annual Open House and individual parent/teacher meetings throughout the school year to review the school's programs, policies, academic standards, assessments, promotional standards, and expectations for student achievement. In addition to these events, all parents, guardians, and family members hear about curricula and programming updates through our regular mailings sent home throughout the school year and teacher letters/syllabi sent home at the beginning of the year. All of these documents are translated into Spanish. We also notify parents and guardians of and clearly post on the KIPP NC website in both English and Spanish our most recent North Carolina School Report Card data.

3. We ensure that information related to school and programs, meetings, and other activities is sent home in a format and in a language that the child's family can understand. We make sure that all letters are reviewed by multiple staff members to ensure that the language and format are accessible. In all parent and guardian meetings, there are numerous opportunities for participants to ask questions and to speak to staff in a more comfortable, one-on-one setting.
4. We provide opportunities for parents, guardians, family members, and community members with limited English proficiency, with disabilities, and/or with migratory children to communicate fully with our staff. Per section 1111, stakeholders meeting any of the criteria listed above are provided information and school reports in a format and, to the extent practicable, in a language they can understand. Full participation opportunities are provided for parents, guardians, and families with limited English proficiency, parents, guardians, or family members with disabilities, and parents and guardians guardians of migratory children. All parents and guardians of students in these categories are encouraged to observe their child in classes and work with staff to simulate their student's academic growth. Regular IEP meetings also allow the parents, guardians, and family members of identified EC students to get information and school reports in a format and, to the extent practicable, language they can also understand.
5. Provide coordination, technical assistance, and other support necessary to assist and build the capacity in planning and implementing effective family engagement activities that are designed to improve student academic achievement and school performance:
 - a. We provide materials and training to help parents, family members, and community members work with their children to improve achievement, such as literacy training as appropriate, as well as foster parent involvement.
 - b. During every student enrollment meeting or home visit, parents, guardians, students, and staff jointly sign a commitment letter agreeing to our mission and goals. This commitment requires parents, guardians, students, and staff to do "whatever it takes to help the student and his or her teammates learn." The commitment also spells out the specific responsibilities of each group.
 - c. Throughout the school year, we provide workshops to help parents and guardians prepare for their child's transition to high school and college.
 - d. We coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children. There is a space in the front offices of our school that is dedicated to resources with postings about other educational programs available in our communities.
6. Coordinate and integrate family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs:
 - a. We offer a flexible number of meetings and parent-teacher conferences to ensure that all parents, guardians, family members, and other community members have the opportunity to participate with the ultimate goal of improving the achievement of all our children. Since our school is an extended day and year program, we are easily accessible to parents and guardians at various times throughout the day. We meet with every parent and guardian upon enrollment and hold regular meetings to review grades and other academic performance measures. These meetings include the child's teachers and begin as early as 7:00 a.m. and continue until 8:00

- p.m. We also host an annual “Pride Night” in December to showcase our Title I programming and student work.
- b. We educate school personnel in the value and utility of contributions from parents, guardians, family members, and community members. We emphasize how to reach out to, communicate with, and build ties with these critical stakeholders as equal partners in the process of improving student achievement. All staff members commit to valuing family members, community members, and students as members of an extended team and family whose goal is to provide each student with the skills, knowledge, and character necessary to succeed in high school, college, career, and life. All new staff members attend school-based training on how to build powerful relationships with family members and community members in order to establish an educational partnership. Staff members are educated in the use of extensive systems for establishing contact (i.e., student planners, phone calls, emails, report card conferences, home visits, etc.).
 - c. We provide parents, guardians, family members, and community members with assistance on understanding state academic content standards, the North Carolina Accountability Program, state and local assessments, and student academic performance standards, as well as ways to monitor a child’s progress and work with a team of educators to improve the achievement of their children. Beginning with Open Houses at the start of the school year and continuing with ongoing opportunities for parents and guardians to visit the school and tour the campus, family members and community members are provided with firsthand knowledge of their child’s learning environment, which assists their understanding of our expectations. Parent-teacher conferences also offer an opportunity for parents and guardians to get information on academic content standards, student academic achievement standards, and how to monitor their child’s progress and work with educators to improve achievement. In addition, we provide a handbook in English and Spanish as a guide. Distributed at the onset of the school year, the handbook spells out the specific responsibilities of each stakeholder in the child’s education, as well as the means by which those at home can address concerns with their school.
7. With the meaningful involvement of parents and guardians, conduct an annual evaluation of the content and effectiveness of the school’s engagement policy and program in improving the academic quality of the school and assisting students to meet the school’s academic standards. This evaluation will identify the following:
- a. Barriers to greater participation by parents and guardians in activities authorized by this section (with particular attention to parents who are economically-disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
 - b. The needs of family members to assist with the learning of their children, including engaging with school personnel and teachers, and strategies to support successful school and family interactions.

The school will use these findings to design evidence-based strategies for more effective parental involvement, and revise, if necessary, the engagement policy.

E. ADOPTION

This Title I Parent & Family Engagement Policy has been developed/revised jointly with, and agreed upon with parents and guardians as evidenced by meeting minutes.

Parent/Guardian Permission Form and User Agreement for KIPP NC Technology

As a parent or guardian of a student at KIPP NC schools, I have read the above information about the appropriate use of computers at KIPP NC Public Schools and I understand this agreement will be kept on file at the school. My child may use e-mail and the internet while at school according to the rules outlined.

Parent name (print): _____

Parent Signature: _____

Date: _____

As a user of the School computer network, I agree to comply with the above stated rules and to use the network in a constructive manner.

Student name (print): _____

Student signature: _____

Date: _____



Acknowledgement of Receipt of Handbook

We, the undersigned, have read the KIPP North Carolina Public Schools handbook and we accept the policies and procedures contained within it. As members of our learning community, we understand that our failure to follow the expected policies and procedures may result in disciplinary action, loss of privileges, and possibly result in our removal from KIPP North Carolina Public Schools.

Student Name:	
Student Signature:	
Date:	
Parent/Guardian Signature:	
Date:	

DISCLAIMER: The policies and procedures listed in this student and family handbook are solely for the guidance of students and families and are subject to change at any time at the sole discretion of the KIPP North Carolina Public Schools Board of Directors. Any changes will be sent home through students and emailed/sent home to parents/guardians.