Student & Family Handbook
2026-27

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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 Durham College Prep

School History

KIPP Durham College Prep is part of KIPP NC, which currently serves 3,000 students and alumni at two elementary schools, two middle schools, one K-8 school, and one high school across the state of North Carolina. KIPP Durham College Prep Middle School was founded in 2015 and continued to grow as a middle school for many years. In 2022, KIPP Durham College Prep Elementary joined the KIPP Durham Middle, offering an opportunity for students to begin their KIPP journey as early as Kindergarten. In 2026, the two schools came together to form one complete school, KIPP Durham College Prep, serving grades K-8th grade.

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 Durham Values

Value	Icon	What it Means at KIPP Durham College Prep
Purpose		**We believe that each of us has unique gifts, interests, and strengths that can make a difference in our world. We enjoy learning about what matters to us, exploring possibilities, and setting meaningful academic and personal goals. The effort and choices we make today help us become the people we want to be and create the change we hope to see tomorrow. *I can make a difference.***
Growth		**We see challenges, mistakes, and new experiences as opportunities to learn. We ask questions, use feedback to understand what we have not mastered yet, and look for solutions when something is difficult. We reflect, make changes, and try again so we can reach our goals and become better scholars, teammates, and people. *I am always learning.***
Optimism		**We believe in ourselves and trust that challenges can be overcome. When something goes wrong, we look for solutions, learn from the experience, and keep moving toward our goals. Even after a difficult day, we believe that our effort and perseverance can lead to success. *I believe in myself and keep going.***
Leadership		**We believe in doing what is right, even when no one is watching, and making choices that reflect our values. We work to become the best versions of ourselves while encouraging others, listening to different ideas, and helping the team succeed. We consider what is best for both ourselves and the people around us. *I try to make good choices.***
Love		**We accept and value ourselves and others for who we are, even when we are different. We think about how our words and actions affect others and treat ourselves, people, places, and things with care, kindness, and respect. We help create a community where everyone feels safe, seen, and valued. *I care for myself and others.***

KIPP Durham Commitment to Excellence

2026-2027 Commitment to Excellence

Faculty Commitment:

Without shortcuts, we fully commit to the team and family of KIPP Durham in the following ways:

- We will do whatever it takes to nurture and strengthen our scholars' creativity, knowledge, character, preparing them to excel in their pursuit of choice-filled lives.
- We will always strive to improve our instruction so that we can teach to meet the needs of our scholars.
- We will ensure we are well-prepared for class and that we provide frequent, timely, and meaningful feedback on scholar class work, projects and tests.
- We will be available to scholars and parents for their concerns by phone, email, or in person.
- We will arrive at KIPP Durham everyday by 7:30 am Monday-Friday).
- We will remain at KIPP Durham until 3:45 pm Monday, Thursday, and Friday, and until 5:00 pm on Tuesday and Wednesday.
- We will attend KIPP Durham professional development so that we can continue to learn and grow.
- We will do whatever it takes to ensure that every student is successful.
- We will always protect the safety, interest, and rights of all individuals at KIPP Durham and we will live by, model, and teach our PRIDE values each and every day.

We understand that these commitments are our responsibility and part of our duties as a teacher. Failure to meet them may lead to termination of employment with KIPP.

Family Commitment:

Without taking shortcuts, we commit fully to our KIPP Durham family in the following ways:

- We will make sure our child arrives at Durham every day by 8:05 am (Monday-Friday) or boards a Durham bus at the scheduled time.
- We will make arrangements so that our child can remain at Durham until 3:30 pm (Monday-Friday).
- We will support our child's independent work at night and during weekends so they learn how to be independent learners on the path toward college.
- We support and encourage our students to live by the PRIDE values each day.
- We will ensure that our child attends KIPP Durham from August 19, 2026 - June 11, 2027.
- We will always help our child in the best way we know and we will do whatever it takes for him/her to learn. This also means that we communicate with our scholar's teachers if we need support.
- We will always make ourselves available to both our children and the school, and address any concerns they may have. This also means that if our child is going to miss school, we will notify the KIPP Durham office as soon as possible, and we will carefully read all the papers that the school sends home to us.
- We will make sure our child follows the KIPP Durham dress code.
- We understand that our child must follow the KIPP Durham rules so as to protect the safety, interests, and rights of all individuals at KIPP Durham. We, not the school, are responsible for the behavior and actions of our child.

I understand that if these commitments are not met, it may lead to child's temporary removal or expulsion from the school.

Student Commitment

Without taking shortcuts, we commit fully to our KIPP Durham team and family to and through college in the following ways:

- I will arrive at KIPP Durham every day by 8:05 am or board a KIPP Durham bus at the correct time.
- I will remain at KIPP Durham until 3:30 pm Monday through Friday.
- I will attend Durham from August 19, 2026 - June 11, 2027.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for my fellow students and me to learn. This also means that I commit to doing my best in all my classes, to do my schoolwork with PRIDE and will raise my hand and ask questions if I do not understand something.
- I will always make myself available to both parents and teachers, and any concerns they may have. If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals at KIPP Durham College Prep. This also means that I will always listen to my KIPP Durham teammates, show kindness, and give everyone respect. I will always be nice or neutral, and nothing else, to my Pride.
- I will follow the KIPP Durham dress code. This means I will wear a KDCP uniform shirt or sweatshirt (if weather permits; black, blue, or cream colored pants/shorts/skirt; and a belt every day.
- I am responsible for my own behavior, and I will work to make sure I am following directions. I understand all rewards at KDCP are earned through hard work and excellent conduct. I understand all consequences at KDCP are also earned. When I make a poor choice, I will accept the consequences.

I understand that if these commitments are not met, I will receive consequences, including loss of KIPP Durham privileges, and may lead to temporary removal or expulsion from the school.

Daily Operations

School Calendar (K-8)

2026-2027 KIPP North Carolina K-8 Calendar

19 First Day of School for Students

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

7 Labor Day - No school

25 Teacher Work Days - No school for students

SEPTEMBER '26						
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			

12 Indigenous Peoples' Day - No school

30 Teacher Work Days - No school for students

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

3, 30 Teacher Work Days - No school for students

11 Veterans Day - No school

13 End of Trimester 1

20 Conference Day for Families - No school for students

23-27 Fall Break - No school

NOVEMBER '26						
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					

21-31 Winter Break – No school

DECEMBER '26						
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		

1 Winter Break- No school

4, 22 Teacher Work Days - No school for students

18 Martin Luther King, Jr. Day- No school

JANUARY '27						
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

FEBRUARY '27						
S	M	T	W	Th	F	S
31	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						

12, 15 Presidents' Day - No school

26 End of Trimester 2

MARCH '27						
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			

5 Conference Day for Families - No school for students

26-31 Spring Break - No school

APRIL '27						
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	

1-2 Spring Break - No school

5, 16 Teacher Work Days - No school for students

MAY '27						
S	M	T	W	Th	F	S
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					

31 Memorial Day - No school

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

1 Start of EOY Testing Window (Exact Test Dates TBD)

11 Last Day of School for Students

14-17 Teacher Work Days - No school for students

18 Juneteenth – No school

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 Trimester
	Conference Day for Families

School Hours

Monday – Friday	8:05 am to 3:30 pm

Note: Instruction begins at 8:05 am SHARP. Please make every effort for students to arrive prior to 8:05 am so that they are ready to learn when instruction begins.

Arrival and Dismissal

Arrival: Students who wish to have breakfast must arrive at school between 7:40 am and 8:00 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 8:05 am. All students must be at school by the start time.

Dismissal: Students are dismissed at 3:30 pm Monday-Friday. Dismissal changes must be communicated by 12:00 PM each day. During dismissal, parents/guardians may not remove students from the bus as this creates an unsafe situation.

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 <u>within 15 minutes of dismissal</u>.

Attendance

Every minute and every day are vital to our students' academic success. Attendance will be taken every morning by 8:30 am. 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.
Students must be present at least half of the instructional day/ period in order to be counted present. In addition, students must be considered "present" in order to participate in any after-school and/ or athletic events.
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. The following table encompasses reasons that are excused vs. unexcused for both absences and tardies.

EXCUSED	UNEXCUSED
• **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. No more than 10 days of absence in a school year may be excused with a parent note. **All parent's notes must be received by KIPP within 72 hours (3 days) of your child returning to school*	• Routine doctor's appointments (Please schedule for when school is not in session when possible) • Family vacation • Visiting family out of state or in another country • Bad weather • Oversleeping • Trouble with public transportation • Suspensions • Students prohibited from attending due to lack of immunizations or missing health assessment • Family emergencies (not considered excused unless authorized by the principal/director of school operations) **Other reasons for absences may also be considered unexcused*

All absences and tardies are noted on report cards/growth 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. **Any student who accumulates ten (10) consecutive days of unexcused absences is considered truant. Additionally, students outside the compulsory attendance age range of 7-16 may be considered '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	• Phone call home from operations team/Main Office
3 Absences/5 Tardies	• Phone call home from teacher/school leadership team member discuss attendance concerns
5 Absences/8 Tardies	• 1st Attendance Notification/Warning letter
8 Absences/10 Tardies	• 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	● 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	● Referral to the Truancy Court Intervention Program and CPS referral

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.
- Child Protective Services may be contacted at any point regarding truancy concerns.
- KIPP NC will facilitate a Truancy Court Intervention program to support families in understanding the importance of their child(ren) attending school, as well as, the legal consequences that follow truancy. Parents will be referred to the Truancy Court Intervention program by the school social worker (held virtually, twice a month) to appear before a local Judge for a hearing, if their child accumulates over 10 unexcused absences. If the number of unexcused absences continue to accumulate without communication and|or the program is not completed, a petition will be filed with the local Court. The Truancy Court Intervention program is the final step before a petition is filed at the local Court.

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 (8:05 am) 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.

All students arriving late must sign in at the Main Office. Students in grades K-5 must be signed in by a parent/guardian before going to their classrooms. Front parking lot drop off is not allowed. 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.

Unless a transportation change has been arranged and communicated to the Main Office by 1:00 pm on the day of pickup, the change may not be be accommodated.

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 contact the Main Office with any contact information updates to ensure the correct contact information is on file so that you will receive these and other important messages.

School 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. Menus are posted on school web pages in the section labeled "What's Cooking," in addition to our Wellness Policy, milk substitution forms, special dietary needs forms, and nutrition information. 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 8:05 am 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.**

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 the Bus Procedures and Bus Expectations section for more details.

The safety of our students and drivers on KIPP NC school buses is our primary concern. Per state law strictly prohibiting it, no person is allowed to enter a KIPP NC school bus after being forbidden to do so by an authorized school bus driver or a school principal. Similarly, no person is allowed to stop, impede, delay, or detain any public school bus or activity bus being operated by KIPP NC. Any individual violating this policy will be subject to not just school disciplinary action, but will be immediately reported to local law enforcement.

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

Grades K-4: Students will need to have the following supplies at home to complete their homework: Pencils, erasers, crayons, glue, and scissors.

Grades 5-8: Students must bring a backpack, eraser, wired headphones, and number two (#2) pencils to school each day.

Teachers will provide all other 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 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 or text 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, including AI, 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 three trimesters for grades K-8. Trimesters are approximately 11 weeks long, allowing students multiple opportunities to demonstrate mastery of specific skills. At the end of each grading period, students will receive a score for each class.

The grading scale for Grades K-5 is as follows:

4	Exceeding Expectations
3	Meeting Expectations
2	Approaching Expectations
1	Not Meeting Expectations
-	Not Applicable/Insufficient Evidence

The grading scale for Grades 6-8 is as follows:

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

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

Report Card/Growth Card Conferences: Parents are required to attend conferences with teachers throughout the year. 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.

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. Teachers and parents may request conferences with each other at any time.

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.

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, including Kindergarten. In accordance with the North Carolina Read to Achieve (RtA) Program, students who do not demonstrate reading proficiency or qualify for a good cause exemption by the end of third grade may be retained. For students with IEPs, successful completion of IEP goals will also be considered along with the above criteria.

Family Appeal Process: Similar to other grievances, families can appeal a retention decision by following this process:

- Conversation with Principal
- Written Request for Appeal to Head of Schools
- Conversation/Meeting with Head of Schools to review data, criteria, decision, and next steps

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:

- **Circle work** for students during an allotted time of the school day.
- **PRIDE Time:** School and/or grade teams gather regularly to celebrate accomplishments.
- **Student of the Week/Month:** Students are recognized regularly for making excellent choices and showing strong character.
- **Specific SEL Lessons**: Some schools are utilizing curriculum such as Second Step and Conscious Discipline to support SEL learning
- **Meditation and/or Mindfulness Activities** to calm and focus the mind and body

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. KIPP NC complies with all relevant federal policies governing support of students with disabilities. 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 Health Protocols

It is the responsibility of the parent/guardian to notify the school in writing of any and all medical conditions and accommodations that a scholar may require. Failure of parents to provide necessary information and documentation is not the responsibility of KIPP NC or any staff member of KIPP NC. Please keep the school office up to date with current phone numbers so you or a family member can be reached if your child becomes sick or injured at school.

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.

A student with any of the following symptoms will be sent home due to illness. If the school is not able to reach the student's parents, the student must be accompanied by a parent to return to school the next day.

- Fever- Temperature of 100.4 or higher taken by mouth or forehead (temporal artery)
- Vomiting
- Two occurrences of loose stools or diarrhea
- Headaches, body aches and earaches that do not resolve with 20 minutes of rest
- Coughing that will not stop
- Sore throat- a severe sore throat even without a fever could be strep throat. Other symptoms of strep throat are headache and upset stomach. Contact your doctor if your child has these symptoms. There is a specific test for strep throat.
- Any symptom such as, but not limited to, excessive tiredness, lack of appetite, and frequent sneezing that is preventing the student from participating in school

Students can return to school following an illness once the student has been fever free for 24 hours without fever reducing medication and/or once 24 hours have passed after the last episode of vomiting or diarrhea.

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.

Sometimes, children will pretend or exaggerate illness in order to stay home or go home. However, frequent complaints or stomachaches, headaches, and other symptoms may be a physical sign that a child is stressed. Consult with a medical provider to evaluate the symptoms. Stress based complaints cause some children to unnecessarily miss a great deal of school. It is important to check often with your children about how things are going. Share concerns with school staff so they can provide support to your child and make attending school a positive experience.

Communicable Illness

Upon notification of a positive communicable disease status, KIPP NC schools will adhere to the guidelines and recommendations of the Center for Disease Control and local health department.

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.

Medication Administration

Every attempt must be made by the student's parent and healthcare provider to have medications administered at home during non-school hours. When this is not possible a complete Medication Authorization Form must be provided for all medications to be administered during school hours and school sponsored activities. 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 and must be updated annually.

All medications both prescription and over the counter must meet the following requirements:

- Medication authorization form completed by physician and parent or guardian
- Medications must be delivered to the school by parent or guardian
- Medications must be properly labeled by pharmacy
- Over the counter medications must be new with the seal intact.
- All medications and medical supplies will need to be picked up from school by parent or guardian, any items left at school will be disposed of accordingly.

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. Students can be excluded from school if proof of vaccination is not provided within 30 calendar days of the start of school.

Kindergarten: Vaccination requirements for Kindergarten-age children can be found below:

Vaccine	Doses Required Before School Entry
Diphtheria, tetanus, and pertussis	5 doses
Polio	4 doses
Measles	2 doses
Mumps	2 doses
Rubella	1 dose
Haemophilus Influenzae type B (Hib)	4 doses
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	2 doses
Pneumococcal conjugate	4 doses

7th Grade: Vaccination requirements for 7th grade age children can be found below:

Vaccine	Doses Required Before School Entry

Diphtheria, tetanus, and pertussis	5 doses
Polio	4 doses
Measles	2 doses
Mumps	2 doses
Rubella	1 dose
Haemophilus Influenzae type B (Hib)	4 doses
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	1 doses
Tetanus/diphtheria/pertussis	1 dose
Meningococcal conjugate	1 dose

Medical Equipment and Assistive Devices

All medical equipment including but not limited to wheelchair, crutches, braces, any assistive devices, require a note from the physician to be utilized at school.

Toilet Training

It is the general expectation of KIPP NC that students in our daily care have been toilet trained, unless toileting issues are directly addressed in a student's IEP. Please contact your student's school with any questions about this expectation.

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. A Medical Re-entry Form and meeting is required for scholars returning after leaving due to emergency services (911) being called and major medical intervention, such as, but not limited to surgery, hospital stays etc.

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).

Student Wellness Policy

We have developed a Wellness Policy that is focused on improving the health of students. The policy was developed by the Health and Wellness Advisory Council that includes teachers, parents, administrators, and the district nurses. One of our goals is to share the message of nutrition and wellness via our website: https://www.schoolnutritionandfitness.com/index.php?sid=1564507043788&page=wellnesspolicy that emphasizes the importance of nutrition and fitness. Our site provides information on nutrition and fitness for teachers, parents, and students, as well as a variety of learning tools. Balance is essential for any Wellness Policy. Key areas include nutrition education, physical activity, and other school-based activities that are designed to promote student wellness.

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. Field lesson attendance is required unless otherwise communicated.

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.** 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

There may be times throughout the year when we are able to welcome parent chaperones on our field lessons. If we are able to invite volunteer chaperones, we will include a space to sign up on the permission slip that will be sent home with scholars. 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 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. In addition, in the event of an emergency, please call your Principal or Director of 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 Staff: Office Manager, Director of Operations, School Nurse, Enrollment Manager
Transportation	Office Manager, Director of Operations, Transportation Manager
School Food	Office Manager, Director of Operations
Ordering KIPP Uniforms	Office Manager, Director of Operations
I have concerns about my child's social adjustment	Social Worker/ Assistant Principal for your child's grade level
My child has an IEP Accommodation	EC Teachers
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	Principal or Director of Operations
I have questions about assisting my child with high school, college, and career choices.	Assistant Principal for your child's grade level

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 Chair. If you have a specific concern about student discipline, please contact your grade level chair or dean. If you have specific concerns about student support services, please contact the EC staff member for your child's grade level.
- If you do not feel that there has been an adequate resolution to the problem, please contact the assistant principal. The assistant principal will mediate the problem with all parties involved.
- If you have a school-wide concern, please 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. All KIPP North Carolina schools utilize ParentSquare as the preferred method of communication, which may include phone calls, emails, text messages, and automated phone messages, as well as Infinite Campus (our Student Information System), class platforms, and family memos. Please be on the lookout for communications from the school to sign up for the ParentSquare application 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.

Staff Contact Information

At the start of the school year, families will receive contact information for their child's teachers. Families can also contact the main office at any time to request a phone call or meeting.

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 town hall meetings
☺ 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. Please do not call or text after 7:00 PM.
- 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 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.

Volunteering

We offer many opportunities for families and community members to get involved, including mentoring, tutoring, supporting school events, and assisting with student activities. Volunteers and community partners play an important role in supporting students' academic, social, and emotional growth. Research shows that strong school-community involvement can contribute to positive attitudes, improved attendance, and increased student success.
Volunteer opportunities may include participation in school-wide events, classroom support, after-school programs, mentoring, and other activities that involve working directly with students. To help maintain a safe and supportive environment for all students, volunteers will be asked to complete an application, background check, and volunteer training before serving on campus. Families and community members interested in volunteering are encouraged to contact the school Principal or Director of Operations to learn more about available opportunities and next steps for involvement.

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.

Student Orientation/Family Open House

Each August, students participate in Student Orientation. The purpose of Orientation is to familiarize students with behavior and academic expectations and will take place during the first three days of school. Families will also be invited to campus for Open Houses in the fall to meet teachers.

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 may not arrive before 7:4 0am**, as there is no supervision provided before this time. **Parents are expected to pick their child up by 3:30 pm**, 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.

School Visitors

KIPP NC welcomes those who are interested in the school to visit during school hours. **Visitors must make appointments rather than show up unannounced.** Visitors who do not have an appointment will 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 hosts dances, sporting events, performances, and other school-sponsored activities for the enjoyment of KIPP NC students and their guests. Below are parameters for sponsored activities:

- All expectations and agreements 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 be checked out through the Main Office. In order to check out a student for early pick up, the person checking them out must be listed as an emergency contact **and** must show a photo ID matching the name listed.

Expectations

Dress Code and Uniform Expectations

Our focus at KIPP North Carolina Public Schools is academic achievement, and that goal is reflected in our student dress code policy and uniform expectations. A dress code encourages a focus on studies, not fashion. Our choice of uniforms allows students to be dressed comfortably while fostering a sense of school pride and belonging. Following the dress code is a tenet of the Commitment to Excellence.

Beginning in the 2026–2027 school year, KIPP NC will transition to a unified partnership with French Toast as the official school uniform provider for all campuses. This transition supports a stronger, more unified KIPP NC identity while creating greater consistency in student appearance and expectations across schools.
The new uniform model is designed to provide families with a more affordable, streamlined, and user-friendly experience. Benefits include cost-efficient uniform options, reliable sizing and product availability, discounted pricing, free shipping on qualifying orders, and eligible returns. Each school will have a personalized online French Toast storefront, making it easy for families to identify approved uniforms, select the correct sizes, and have items shipped directly to their homes.

All uniforms will feature a unified KIPP logo and consistent color expectations across campuses. Approved uniform tops will be white, blue, yellow, or black. Pants and skirts may be khaki, black, or navy blue, while outerwear will be navy blue. KIPP NC may also incorporate "Dress for Success Days" (Formal Uniform Days) into the schedule periodically. On these days, students may wear a white or school-approved button-down shirt with a tie or bow tie, a school blazer, khaki/black/navy dress pants or skirts, and dress shoes or clean sneakers. More details will be shared during the school year.

Uniform ordering information is available in the main office. Please note that this transition will be a multi-year process. Previous uniforms can still be worn, and previous uniform vendors can still be used as we begin this change.

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.

Personal Belongings

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

- Gum or candy
- Blankets
- 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 headphones, CD players, iPods, EarPods, Smart watches, gaming devices, and laser pointers. *Please see cell phone policy regarding cell phone expectations.
- Other items deemed distracting or unsafe by school leadership

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

Beginning July 1, 2025, new legislation in North Carolina restricts student cell phone use in public schools during instructional time. 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. The use of cell phones during the day leads 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 (K-5th) and in lockers (6th-8th) upon entering the building each morning. If a student does not have a backpack, the phone should be turned into the main office, to be picked up at the end of the day. The school is not responsible for any items that are lost, misplaced, or stolen during the day. Schools may provide school-specific directions regarding student cell phones.

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 to parents, except in the case of an emergency. In those instances, students will utilize a school or staff phone to make the necessary call, unless they are given permission by school staff to use their personal device. Students may not use any school phone without permission from a staff member.

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.

Parent Portal
KIPP North Carolina provides access to the Infinite Campus Parent Portal, which includes attendance records, report cards, school messages, and more. The specific information available is determined by each school and may vary throughout the year. First-time users can create accounts here: portalaccess.ncsis.gov Returning users can log in using this link: KIPP Durham: Parent Portal Login.

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 if the student is legally eligible.

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, if the student is legally eligible.

   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.

Civility Policy

Our school is committed to providing a safe, respectful, and supportive learning environment for students, staff, families, and visitors. Positive, civil interactions are essential to student success. This policy outlines expectations for respectful behavior by all parents, guardians, and visitors when interacting with school staff, students, or other families. This policy applies to all parents, guardians, family members, and visitors while on school grounds or school buses, attending school-sponsored events (on or off campus), and communicating with school staff (in person, by phone, email, social media, or virtual meetings).

Expected Standards of Conduct

Parents and visitors are expected to:

- Treat all students, staff, and families with courtesy, dignity, and respect
- Use appropriate language and tone in all interactions
- Follow school and district policies, procedures, and directions from staff
- Address concerns through proper channels (teacher → administrator → district, as applicable)
- Respect student and staff privacy and confidentiality
- Allow school staff to perform their duties without disruption or intimidation

Unacceptable Behavior

The following behaviors are not permitted:

- Yelling, shouting, or using abusive, profane, or threatening language
- Harassment, intimidation, or discrimination of any kind
- Physical aggression or gestures intended to threaten or intimidate
- Disrupting classrooms, offices, meetings, or school events
- Repeated or excessive communications that interfere with staff duties
- Posting defamatory, threatening, or confidential information about students or staff on social media
- Entering restricted areas without authorization or refusing to comply with security procedures

Addressing Concerns

We value parent feedback and encourage respectful problem-solving. Parents should contact the teacher or staff member directly to discuss concerns. If unresolved, request a meeting with a school administrator. Follow KIPP NC grievance procedures if additional support is needed. Appointments are necessary to ensure staff availability and productive discussions.

Consequences for Policy Violations

We appreciate your commitment to this policy, as compliance is essential for maintaining a harmonious environment. Should there be any oversights, we may need to take appropriate steps to address them, such as:

- Verbal or written warning
- Termination of a meeting or communication
- Requirement that future communications occur in writing or with an administrator present
- Restriction from school grounds or events (consistent with KIPP NC policy and law)
- Involvement of KIPP NC officials or law enforcement when appropriate

The school reserves the right to take immediate action if safety is at risk.

Commitment to Partnership

We wholeheartedly believe that collaboration between families and staff fosters student success. Thank you for your support in creating a positive, safe, and inviting atmosphere for all!

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 of Directors.

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

Safe Harbor Provision

When prohibited items are found or inadvertently possessed on school property or at a school function, students shall immediately notify school staff and surrender the items. When a student inadvertently possesses a prohibited object,

the student shall approach a school staff member and voluntarily surrender the object. The student may not be subject to discipline so long as the object is one that the student could lawfully possess off school grounds. When a student finds or inadvertently possesses an illegal item (e.g., drugs or weapons) or other contraband, the student shall immediately report the discovery to school staff and surrender the item (if it's in student's possession). A student will not be in violation solely for making such a report. After a report is made, school officials shall investigate to determine if a violation of the Code of Student Conduct has occurred. If a student inadvertently possesses or finds a firearm or destructive device, the student will not be subject to disciplinary action if school officials determine that the student delivered or reported the firearm or other destructive device as soon as practicable to a law enforcement officer or a school employee and the student had no intent to use the firearm or other destructive device in a harmful or threatening way. The Safe Harbor Provision may not apply if a search is ongoing in any location at the school, if the object is surrendered during a search, or if the object is not turned in prior to discovery by school staff.

Student Behavior and Response Plan

At KIPP NC, our vision for student culture is for all of our schools and classrooms to be homeplaces where our students, staff, families, and community members feel safe, loved, validated, seen, and heard, with their beautiful identities affirmed and celebrated.

The Student Behavior & Response Plan describes specifically what we expect from all students. This plan helps us create and maintain an environment in which every student can learn and be successful. Please review this plan in depth with your student(s). If there are portions that are unclear, or if you have questions or concerns, please contact a member of your school's leadership team. After you are comfortable with the document, the expectations for you and your child(ren), and the schools' responses for not meeting those expectations, please sign the Student and Parent Acknowledgment and Commitment included in this plan. The form states that you are clear with the expectations outlined, and agree to the expectations, responsibilities, and responses for students to thrive and keep our agreements. Please return the signed form to your school by the designated date. We need your help in maintaining a school environment that serves the needs of all families. Together, we can make our schools great places to learn.

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 2026-27 school year, the annual meetings will be held in a combination of in-person and virtual sessions with Spanish translation available. In-person meetings will be conducted on each campus in conjunction with Back to School, Open House, and Curriculum Night events. Virtual meeting date for KIPP Durham is **September 8, 2026 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.

- **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.

Admissions Policy
KIPP North Carolina Schools

KIPP North Carolina strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. KIPP North Carolina will take numerous steps to ensure that students who are representative of the school's respective communities will be recruited and feel welcome. The KIPP North Carolina admissions policy strictly adheres to all requirements under the laws of the State of North Carolina and as set forth in Statute 115C-218.45 below (See Addendum A).

Student Admissions Process
KIPP North Carolina is a free public school that will be open to all residents of the State of North Carolina. KIPP North Carolina does not discriminate on the basis of race, religion, gender, national origin or disability of the students and the parents or guardians. Upon acceptance to KIPP North Carolina, any student who expresses his/her intent to enroll will be asked along with their parent or guardian to sign the KIPP North Carolina Commitment to Excellence Form along with other enrollment documents. This form specifies that the student, parents, and teachers will all have the desire, discipline, and dedication to do everything in their power to support the student's education. The KIPP North Carolina framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

Lottery Plan
Formal recruitment of incoming students will begin in October of each calendar year for the following school year. In October, KIPP North Carolina's staff will advertise open registration. Open registration will occur for a minimum of 30 days. All parents who apply during the open registration period will be notified of their status during the next ten working days following the end of the open registration period. Families shall be informed in writing (including via email) and shall have ten business days from the date of notification to respond. In addition, the school shall attempt on at least two separate occasions to contact the parent/guardian of registered students by telephone.

If the number of applicants to KIPP North Carolina during open registration exceeds capacity, a public random selection process for admission will be used. The lottery date and time will be communicated on the KIPP North Carolina website. After filling all seats, a waiting list will be established in the event that space becomes available. If seats remain, applications will be accepted on an ongoing basis. If the number of applicants is less than the capacity, then applications will be taken on a first-come first-serve basis.

KIPP North Carolina will give preference to siblings of currently enrolled students. The term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

After open registration and notification is completed, the enrollment period will begin. Interested families will be able to meet with the KIPP North Carolina staff and review the expectations of the school. The enrollment period will continue until all families selected through the public random drawing process complete their enrollment, fail to respond to the original notification within 10 business days, or withdraw their application.

If the number of enrolled students is less than capacity, notification will be given to the next family listed on the waiting list. Families promoted off of the waiting list shall be informed in writing and the school shall attempt on at least two separate occasions to contact the parent/guardian of promoted students by telephone. Those families not responding within the time period specified by the school will forfeit their position on the waiting list.

Addendum A
§ 115C-218.45. Admission requirements.

(a) Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school.

(c) Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school.

(d) Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.

(e) Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. A charter school shall not limit admission to students on the basis of race, creed, national origin, religion, or ancestry. A charter school whose mission is single-sex education may limit admission on the basis of sex. Within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.
(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State

Board of Education, the following:
a. Children of the school's full-time employees.
b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors. G.S. 115C-218.45

(7) A student who was enrolled in another charter school in the State in the previous school year.

(g) Lottery procedures for siblings:

(1) If siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school may enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.

(2) If multiple birth siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings applying at the same time. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

(g1) If a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board as part of the charter, and a lottery is needed under subsection (h) of this section, the lottery shall be conducted according to the procedure in the charter.

(h) During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

(i) Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 4, 4.5, 7; 2015-248, ss. 3(b), (c); 2016-79, s. 1.5; 2017173, ss. 4, 5(b).)

Student Behavior and Response Plan

Dear Students and Families,

Welcome to the 2026-2027 school year! Thank you for choosing KIPP North Carolina Public Schools to provide your student with the educational, social, and emotional support to pursue a life of choice. At KIPP North Carolina, we are committed to providing a welcoming environment for learning, teaching, belonging, and thriving and ensuring all of our schools are healthy and safe.

The **Student Behavior & Response Plan** describes what we expect from all students. This plan helps us create and maintain an environment where every student can learn and succeed. Please review this plan in depth with your student(s). If there are portions that are unclear, or if you have questions or concerns, please contact a member of your school's leadership team. **After you have read the expectations for you and your student(s) and the school's responses for not meeting those expectations, please sign the Student/Guardian Acknowledgment and Commitment included in this plan. The form states that you understand the expectations outlined, and agree to uphold the expectations, responsibilities, and responses for students to thrive and keep our agreements.** Please return the signed form to your school by the designated date. We need your help in maintaining a school environment that serves the needs of all students and families. Together, we can make our schools great places to learn.

At KIPP NC, our vision for student culture is for all of our schools and classrooms to be homeplaces where our students, staff, families, and community members feel safe, loved, validated, seen, and heard, with their beautiful identities affirmed and celebrated.

At KIPP NC, we believe and agree to:

- Providing physical and emotional safety every day. We believe this kind of safety is a prerequisite for building a learning environment where students can thrive and belong.
- Upholding high expectations and a pursuit of excellence for all stakeholders by providing ongoing feedback and development to ensure growth.
- Providing feedback to students when they make unhealthy choices. We believe that everyone will do well if they can and it is our collective responsibility to support each other (students and staff) to thrive and grow.
- Establishing agreements, instead of rules, and allowing them to guide our actions. We believe that agreements allow us to have a healthy level of personal and interpersonal accountability that gives students an opportunity to generalize for the uncertain future.
- Creating a high-trust environment that prepares students for a life of true choice. We believe that relationships are the foundation of our schools, and frequent, transparent communication is essential to our school and regional community.
- Creating schools that foster positive school climates. We believe that mistakes and unhealthy choices are met with compassion and empathy, and seen as an opportunity for learning and growth.
- Outlining clear, appropriate, and consistently applied expectations and responses that will help students create a healthy and positive culture, increase engagement, and boost achievement. We believe that if we must respond to an unhealthy choice, families should be informed of the chosen response by the school in a reasonably prompt manner.

Student Agreements:

1. I will always make choices to protect the physical and emotional safety, interests, and rights of all members (students and staff) of our Pride.
2. I will come to school each day and follow my school's expectations because they will help me and other members of my Pride succeed. I will be honest with myself and others at all times, and accept responsibility for my behavior and choices.
3. 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 help guide my educational and personal growth.
4. I will be open to receiving feedback about my progress at school.
5. I commit to developing and practicing habits that will help me achieve my academic goals and establish community with other members of my Pride.

Family Agreements:

1. We will partner with the school to ensure our child(ren) makes choices to protect the physical and emotional safety, interests, and rights of all members (students and staff) of our Pride.
2. We support physical and emotional safety at school by ensuring there is no disruption to classrooms or the school as a whole.
3. We commit to ensuring our child(ren) arrives at school on time each day and follows the outlined expectations to help them succeed.
4. We will be open to receiving feedback about our child's social and academic progress at school. We will act as partners with the school and provide suggestions and feedback to promote the success of our child(ren).
5. We will make our best effort to attend school events/review newsletters that provide information and updates, and build community. We understand that our participation allows our voices to be heard and develop a stronger bond with our child's teachers, as well as other staff members who support our child's educational journey.
6. We will be available to communicate with school staff in a courteous and timely manner when we have concerns and/or when the school reaches out with concerns.
7. We will follow school expectations and agreements for visiting/accessing school, which means we communicate with care and courtesy to all staff members, schedule appointments when there is a desire to meet, and follow arrival and dismissal procedures as outlined by the school.

Restorative Practices

KIPP North Carolina uses restorative practices to guide responses to student behavior.

Restorative practices are a way of proactively approaching behavior support from a framework of relationship building/maintenance and reconciliation. Restorative practices seek to use language and responses to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who breach our agreements and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior.

If students make choices that breach the agreements articulated above, school teams use this plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our agreements, we use the logical consequences outlined in this plan with a focus on accountability, teaching and building skills, repairing harm, and reintegrating students into the community.

By utilizing these practices, school staff engage in problem-solving using academic, behavioral, and social-emotional factors to identify reasons why students may be experiencing significant academic and/or behavioral challenges. Designated staff from our Regional Support Team will provide ongoing training and support to school-based staff in the development, implementation, and monitoring of restorative practices in each of our schools. Data and analysis on the effectiveness of these measures will be shared periodically with the Board.

Notification to Families
When a significant behavioral intervention (beyond mere redirection or warning) is needed, the school will attempt to notify the parent or legal guardian in a reasonably prompt manner. The school will also attempt to notify the parent or legal guardian of any in-school consequence that results in removal from normal classroom or school activities. This includes lunch or after-school time, in-school suspension, or suspension from school-sponsored extracurricular activities. For out-of-school suspensions, the Principal and/or their designee will provide formal written notice to parents or legal guardians.

After-school time may preclude a student from using bus transportation or create other transportation difficulties. If a school Principal deems it appropriate to require a student to stay after school as a result of a poor choice, the Principal will provide the parent or guardian at least one day's notice before the student is required to remain after school. The parent/guardian is expected to assume responsibility for transportation home in these instances.

Range of Interventions and Consequences
When student behaviors interfere with a physically and emotionally safe school environment where instruction and learning can flourish, our schools will consider a range of potential interventions and consequences to address the behavior and reinforce positive behaviors. When feasible, taking into account the specific facts and circumstances of each individual student, we will implement *responses that do not remove the student from the classroom and/or school setting.* These responses attempt to support students in learning to make more positive choices, minimize exclusion from instruction and other normal school activities, and do not result in a loss of privileges. Examples of these responses include, but are not limited to (1) student-parent-teacher or student-parent-leadership conferences; (2) behavior contracts; (3) reward systems; (4) oral or written warnings; (5) referrals to school counselors and/or social workers; (6) referrals to programs or agencies that support specific needs; (7) peer mediation; and other restorative practices.
In cases when the responses outlined above will not sufficiently promote the goals of this plan, school-based leadership teams have the discretion to consider exclusionary consequences where necessary. *Exclusionary consequences are responses to behaviors that remove a student from instructional time for more than a brief interval.* Examples include in-school suspension, out-of-school suspension, and expulsion. The use of out-of-school-suspension (OSS) should be reserved as a consequence for students where other documented options either have not been effective or, in the opinion of the principal, will not serve to protect other students and staff at the school or will not preserve an orderly school environment. A short-term suspension of 3 or more days may be appealed. See our KIPP NC Student and Family handbook for how to request an appeal.

Recognizing that exclusionary consequences can exacerbate certain behaviors, diminish academic achievement, decrease a sense of belonging, and hasten school dropouts, we want to rely most on restorative practices that keep students in the classroom/school.

Agreements on the School Bus or at the Bus Stop
The bus and bus stop are extensions of the school environment. Our goal is to provide safe transportation for all students and ensure they experience the same sense of belonging and affirmation they feel and see in our schools. Students who utilize transportation at our schools are asked to make the following agreements:

- Engage only in behaviors that contribute to a physically and emotionally safe ride while waiting for the bus, as well as to and from school. 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.
- 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.
- Follow the requests of our drivers when asked.

- Arrive at the bus stop at least ten minutes prior to a scheduled stop time.
- Ride only on the assigned bus unless written notice is provided by a parent or guardian at least 24 hours in advance. We must have a note on file in order for a student to ride a different school bus; phone messages are not permitted. (Note: Students are assigned to one bus, but they can have two different stops on the same bus. If there is a co-parenting or other emergency, our transportation team can make adjustments.)
- Parents and families are encouraged to review their child's walking route to the bus stop and advise their child of any safety concerns.
- 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.
- Remain seated at all times, unless directed by a driver or once your stop has been reached.
- Refrain from eating or drinking while riding the bus.
- Ensure cellular and other electronic devices are not a distraction to the bus driver. 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 levels down and refraining from videotaping or projecting harmful images. Students should show respect with, and through, their use of technology.
- Video cameras have been installed on KIPP NC buses. Students may be filmed while on the bus.

Boarding and Departing the Bus:

- Passengers are permitted to leave the bus only at the regular, designated stop.
- 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 the 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.

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, and other growing projects
- Weapons: guns, knives, razor blades, etc. (real or toy)

- Sports equipment that could endanger others, like javelins, pole vaults, or shot puts
- Any item that cannot be transported easily or that creates a safety concern

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.

If a student breaches an agreement from the list above or otherwise outlined in this plan, a member of our transportation team and school-based team will contact the parent/guardian to discuss a logical and reasonable consequence. Responses may include but are not limited to a response from the appropriate level below, a change in seating, cleaning of the bus, practicing expectations for riding the bus, and/or a parent conference. In cases where a student's choice has or has the potential to cause a safety hazard on the bus, temporary or permanent removal from the bus may be considered.

Telephone/Cell Phone Use at School

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 leads to distractions in the learning environment, and at times, poses safety risks.

Student cell phones should be turned on silent or off and placed inside a backpack before entering the building each morning. If a student does not have a backpack, the phone should be out of sight during the school day. The school is not responsible for any items that are lost, misplaced, or stolen during the day. Schools may provide school-specific directions regarding student cell phones.

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 to parents, except in the case of an emergency. In those instances, students will utilize a school or staff phone to make the necessary call, unless they are given permission by school staff to use their personal device. Students may not use any school phone without permission from a staff member.

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 the 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 students 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 for Device Use
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 classrooms.

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.

Response for Conduct Occurring Away from KIPP NC Property
The principal may impose a consequence, including short-term suspension or recommend a long-term suspension, for violation of school expectations that occur away from KIPP North Carolina property if the conduct has (or may be reasonably expected to have) a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Treatment of Administrators, Teachers, Bus Drivers, and Staff
A student or family member who breaches an agreement against or involving an administrator, teacher, or other regional staff member may be subject to a heightened response under the five Levels outlined in our behavior plan section.

Family/Student Rights Process

In the event of a breach of any of the above agreements, the following steps are available:

1. Students who believe they have been treated in an inappropriate manner should report the behavior to the Principal or a member of the leadership team.
2. Parents/guardians or community members who believe they have been treated in an inappropriate manner should report the behavior to the staff member's immediate supervisor.
3. Parents/guardians may submit an appeal to decisions regarding long-term suspensions or expulsion. This process is outlined in our Student and Family Handbook under the Grievance Policy section.
4. Employees who believe they have been treated in an inappropriate manner by a student or parent shall report the incident to the Principal.
5. Anyone on school property may be directed to leave the premises by a Principal or other designated staff. Anyone who threatens to, attempts to, or actually disrupts school or regional operations may be directed to leave the premises by a Principal or other designated staff and may have limitations (such as bans or other civility restrictions) placed on their campus access. Disruptive behavior is conduct that creates or may reasonably

be expected to create a material and substantial disruption to the educational environment, school bus, or to the operation of the school, or that poses a threat to the safety of students, staff, or visitors. It includes, but is not limited to:

- Profane, lewd, obscene, or abusive language, gestures, or other written or electronic communication;
- Disorderly or assaultive behavior;
- Vandalism or the defacement of public property;
- Threats to the health or safety of others

Safe Harbor Provision

If a student finds or inadvertently possesses prohibited or illegal items (i.e. weapons or drugs) on school property or at a school function, students must immediately notify school staff and surrender the items. Students who follow this procedure will not be in violation of our Student Behavior and Response Plan for solely reporting this information to school staff. Once school staff is notified, the principal and other school-based and regional leaders will investigate to determine if an agreement has been breached. If a student inadvertently possesses or finds a firearm or destructive device, the student will not be subject to a 365-day suspension so long as the student delivered or reported the firearm or destructive device to a school staff member or law enforcement member and the student is found to have no intent to use the firearm or destructive device in a harmful or threatening manner.

Disciplinary Procedures for Students With Disabilities

KIPP North Carolina fully complies with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all related federal and state regulations. Students with disabilities are subject to the Student Code of Conduct. School administrators may impose disciplinary consequences in the same manner as for nondisabled students unless the removal constitutes a change of placement or otherwise triggers procedural protections under IDEA or Section 504. Short-term disciplinary removals totaling 10 school days or fewer in a school year may be applied without additional procedural requirements, as long as they do not create a pattern of removals. In the event of a removal exceeding 10 consecutive school days or a pattern of removals, the school will follow all required procedures in accordance with state and federal regulations.

Our Behavior Plan

KIPP North Carolina categorizes student behavior that could cause physical or emotional harm to a classroom, bus, and/or school community into five levels based on the severity and frequency of the behaviors. Each level requires a different response from a member of the school team. Below is a summary of the behavior levels:

Level I - Behaviors categorized in level I can generally be addressed in the classroom by the teacher using a range of restorative practices and responses to ensure the student can reset and resume learning in as prompt a manner as possible.

Potential Responses: (This list contains some of the options that may be used by teachers and/or members of school leadership teams in addressing student choices. This is not intended to be an exhaustive list.)

- Parent contact
- Conference (any combination of parent/student/school officials/counselors and teacher)
- Referral to Student Support Services Team
- Verbal warning
- Temporary social restriction from peers
- Return of property or restitution for damages
- Suspension from bus
- After-school time
- Behavior contract
- In-school suspension
- Confiscation of unauthorized items
- School-based community service/work detail
- Peer jury, peer mediation, restorative circle, community service
- Service Learning
- Referral to community agency
- Revocation of school-related privileges (including but not limited to clubs & athletics)
- Honor Council hearing
- Re-entry meeting

- No Contact Contract
- Educational research relevant to the topic connected to the student's behavior
- Consider student for additional support via the prescribed MTSS process

Level II - Behaviors categorized in level II provide interventions and responses for instances that are chronically disruptive or pose more serious harm to the school community.
Potential Responses: (This list contains some of the options that may be used by members of school leadership teams in responding to student behaviors. This is not intended to be an exhaustive list.)

- Choice of response from Level I
- Alternative classroom assignment
- Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- Out-of-school suspension for one to 10 days (parent contact must be attempted and written notice is required)
- Warning of referral to Level III (repeated offenses)

Level III - Behaviors categorized in level III provide interventions and responses that are more severe in nature and generally call for the removal of a student from the school environment for a longer period of time.
Potential Responses: (This list contains some of the options that may be used by members of school leadership teams in responding to student behaviors. This is not intended to be an exhaustive list.)

- Out-of-school suspension for up to 10 days and a re-entry team meeting which may result in additional consequences.
- A student may be recommended for a long-term suspension
- Additional consequences under Level I or II may be considered as appropriate
- Warning of referral to Level IV (for repeated offenses)

Level IV - Behaviors categorized in level IV provide interventions and responses for instances when the physical and emotional safety of students, staff, or visitors is seriously threatened or substantially disrupted. Options at level IV include long-term suspension. Additionally, by North Carolina law, with limited exceptions, students must be suspended from school for 365 days for bringing a firearm or destructive device onto school property.

Level V – Expulsion: "Expulsion" or "Dismissal" refers to the permanent removal of a student from school for disciplinary reasons. Within each Level, the Principal or their designee has the discretion to impose consequences deemed most appropriate to respond to the behavior.
In instances where a student's behavior falls within multiple levels, it is within the discretion of the Principal and/or designee to determine the level assignment that is most appropriate, logical, and effective to respond to the behavior. Principals and/or the designee also have the discretion to determine the length of out-of-school suspensions.

Out-of-school suspension for each Level:

- Level I: 0 days
- Level II: 1 to 10 days (Short-term suspension)
    - "Short-term suspension" refers to the removal of a student from school for disciplinary reasons for a period of ten or fewer days. Families will be provided written notice if a student's behavior warrants a suspension; suspension decisions are within full discretion of the school principal or their designee.
- Level III: 11 to 30 days (long-term suspension)
    - "Long-term suspension" refers to the removal of a student from school for disciplinary reasons for a period of more than ten days. Long-term suspensions are made by the Principal in collaboration with other members of the school team. Once a decision is made, written notice will be given to the student's family. Long-term suspensions can be appealed by following the KIPP NC Grievance Policy.
- Level IV: up to 365 days (Long-term or mandatory 365-day suspension)
    - 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. Principals 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; electric shock devices 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.

- Level V: Expulsion
    - "Expulsion" or "Dismissal" refers to the permanent removal of a student from school for disciplinary reasons. Expulsion decisions recommended by the Principal in collaboration with the KIPP NC Board. Families may appeal expulsion decisions by contacting the Head of Schools for their student and following the disciplinary appeals process and/or grievance policy outlined in our handbook.

**In instances where students are suspended from school, they will have access to complete work assigned during their absence. The process for students to collect and turn in work during this time will vary based on the school they attend.*

Level I Behaviors: Each of the behaviors listed below is expected to be responded to by the teacher first if/when it occurs in a classroom space. Teachers will respond using a list of strategies and restorative practices that allow the student to remain in the classroom setting. The Principal and/or members of the leadership team may be asked to provide additional support in the case the behavior becomes repetitive or occurs outside of the classroom setting. The Principal/members of the leadership team have the discretion to choose a response from the Level I list of responses that is logical, appropriate, and effective based on the context provided.

- Off-task behavior
- Teasing/Name-calling another peer (when it doesn't involve identity slurs)
- Not following directions given by a school-based staff member (including inappropriately speaking to staff)
- Profanity (when not used confrontationally toward a student or staff member)
- Not playing/sharing cooperatively with another student
- Tardiness to class, skipping class, and/or leaving the classroom without permission
- Being in a certain school space without permission
- Making noises that disrupt the learning environment
- Dress code
- Honor Code (incidents that involve lying and/or cheating; stealing is considered under Level II)
- Misuse of personal technology devices (such as cell phones, laptops, smart watches, games, toys, etc.) *Please review our cell phone and technology agreements in the Technology and Cell Phone use portion of this document.*
- Cyberbullying (that does not involve sustained targeting)
- Gambling
- Vandalism
- Generally disruptive behavior (this includes excessive calling out during class, throwing objects in class, participating in excessive displays of affection, moving from an assigned seat without permission, etc.) School-based staff members may escalate their response to this behavior if it is repeated. Repeated incidents will be documented and supported within the Multi-Tiered Systems of Support (MTSS) framework.

Level II Behaviors: Each behavior listed below presents a more serious level of harm to a particular classroom or other parts of the learning environment. In these instances, teachers or other staff members who observe the behavior are expected to reach out to the Principal or school leadership team member for support. The Principal and/or members of the leadership team have the discretion to impose a response that may include a short-term out-of-school suspension, along with other consequences. The following behaviors are included in Level II, but may be escalated to other levels if severe harm/intent to harm has occurred.

- Inappropriate, Illustrations, Images, or Other Materials: The possession of illustrations, audio or video recordings, written materials, graphics, or other print or digital documents, media, or files that significantly disrupt the educational process or which are profane, pornographic, or obscene.
- Leaving campus without permission: Students must remain on their school's campus unless given explicit permission by a school-based staff member or if they are attending an approved school-based field lesson.

Dismissal protocols should be followed if students need to leave a school's campus before the conclusion of the school day.

- Words or conduct that would otherwise be a Level I violation (e.g., inappropriate language) may also be considered in Level II if they (1) persist directly following attempts by staff to intervene or redirect the behavior and substantially disrupt teaching, learning, or school activities or (2) inherently threaten the health, safety, or welfare of staff or students. Examples include but are not limited to, continuing to shout or use profanity directly after intervention or redirection, continuing to engage in disruptive rough-housing or horseplay directly after intervention or redirection or in a manner that is reasonably likely to cause injury, or throwing objects directly after intervention or redirection or in a manner that is reasonably likely to cause injury.
- School Transportation Disturbance: Disturbances on school buses or other transportation vehicles or near streets at school bus stops can put many students, as well as our drivers, at risk. Any physical or verbal disturbance which occurs on a school transportation vehicle or at a bus stop and which interrupts or interferes with the safe and orderly operation of the vehicle or otherwise puts others at risk of harm.
- Reckless Vehicle Use: Students who are permitted to operate a vehicle on school property must adhere to the safety regulations posted on the premises. Driving to and from school is a privilege, which may be limited or removed at any time. An escalation of responses may be imposed depending on the severity of the incident.
- False Fire Alarm or Reported Emergency: Smoke and fire alarms and other emergency systems are vital for the safe operation of schools and must not be tampered with. This includes an attempt to set off a fire alarm, aid someone else in setting off a fire alarm, or damage a fire alarm, smoke detector or fire extinguisher system, or emergency escape system.
- Fire Setting/Incendiary Material: Fires and fire-setting materials pose a risk of harm to everyone in the school environment. Lighters, matches, lighter fluid, and other materials that could be used to start a fire are not allowed at the bus stop, on the bus, or in the school environment.
- Property Damage: Intentionally damaging or defacing or attempting to damage or deface any school property or the personal property of another.
- Theft: Stealing, attempting to steal, or knowingly being in possession of stolen property.
- Extortion: Obtaining or attempting to obtain money, property, or other items of value or compel another person to take action or refrain from action against that person's will by means of force, intimidation, or threat.
- Indecent Exposure/Sexual Behavior: Engaging in behavior, whether consensual or non-consensual, which is lewd, indecent, or of a sexual nature.
- Medication: All medication will be provided to the school nurse and properly stored. Without proper medical authorization, students are not permitted to transport or consume prescription or non-prescription medications, supplements, chemical compounds, or over-the-counter herbal supplements to or from school or have these substances in their possession at any time without appropriate documentation and storage with the school nurse.
- Report Firearm or Destructive Device: Any student who has reason to believe that another student possesses or intends to bring a "firearm" or "destructive device," onto any school campus or to any school activity must report this information to school or law enforcement authorities immediately.
- Unsafe action: This action will apply only when the unsafe behavior does not meet the standards of any other behavior outlined in this plan. A student shouldn't engage in any behavior that has the potential to cause danger or physical harm to themselves or to others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through an active vehicle traffic area, climbing into prohibited areas, being in construction areas, boiler rooms, attics or elevator.
- Harassment/Bullying: Please review the Discrimination, Harassment and Bullying Students (definitions) section in our Student and Family Handbook for our definition of harassment and bullying.
- Sexual Harassment: Please see the definition for sexual harassment in our Student and Family Handbook under definitions.
- Offensive Touching: Students should not engage in unwanted touching of an offensive or sexual nature.
- Mutual Sexual Activity: Students should not engage in consensual sexual contact and/or sexual acts.

- Indecent Exposure: A student must not intentionally expose private body parts in person or via other means, such as via cell phone or social media.
- Physical Altercation/Fighting: Physical aggression toward and fighting with students, staff, or visitors. Fighting and physical aggression include but are not limited to:
    - Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational, or dangerous manner.
    - Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.
- Threatening/intimidating, Threat of a physical attack with a weapon, Threat of physical attack without a weapon: Threatening to strike, attack or harm any person, or cause another person to become fearful by intimidation, through any medium, including threats made in person, through another person at the request of someone else, on the telephone, in writing, through the use of gang paraphernalia, or by any digital communication (cyber-bullying) that pose a safety risk to the school environment. The Level and response will be determined by the level of risk presented by the threat, whether the threat could have reasonably been carried out, and whether the threatened person was made fearful. The KIPP NC Risk Assessment protocol must be followed any time a potential threat of targeted violence is reported. The risk assessment screener, full risk assessment, and a safety and prevention response plan must be in place before the student is permitted to return to school.

Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia: KIPP NC takes the presence and/or use of narcotics, alcohol, controlled substances and drug paraphernalia extremely seriously. As a region, we are committed to providing age-appropriate education to our students about the use of these substances and assigning consequences if they are brought to school. Any students who are struggling with addiction or who are tempted or feeling pressured to use intoxicating drugs or alcohol are urged to seek help immediately from a parent, teacher, social worker, school leadership team member, principal, or other trusted adult. Students who request support proactively will not receive consequences so long as they are not in possession of or under the influence of contraband.
It is our desire to provide support and interventions to students who are struggling with substance abuse so that they can succeed at our schools. **The following are subject to Level II responses; please see levels III-IV for additional behaviors and responses to the possession and use of substances in school.**

- Use of tobacco, vaporizers, and nicotine products: Students are not permitted to use or possess any form of tobacco or nicotine products on school property. This includes extracurricular and sporting events as well as school buses. Students who repetitively use or possess these items will be referred to Level III.

- Marijuana and other controlled substances: The following definitions apply -

a. Possession: Having the prohibited substance on the student's person or in another place where the student, either alone or jointly with others, has control over it. This may include, but is not limited to, possession of a prohibited substance in an automobile, locker, book bag, personal clothing, or desk.
b. Use: The consumption, injection, inhalation, ingestion, or absorption of a prohibited substance into a student's body by any means.
c. Under the influence: Having used a prohibited substance such that it continues to influence a student's mood, behavior, or learning to any degree.

- Under the influence of controlled substances/possession of chemical or drug paraphernalia: A student shall not possess, use or be under the influence of THC, THC-derived products, or marijuana on school property or at a school function. “Marijuana” is defined to also include synthetic cannabinoids, marijuana-derived products, and substances intended to mimic the effects of marijuana. Possession of a significant amount of marijuana or other illegal controlled substance can be moved into Level III Behaviors. The principal or their designee has the discretion to determine whether the amount should be considered under a Level III response.

During a first instance, when it involves solely possession, use, conspiracy to possess or use, and/or being under the influence, students will receive a short term suspension (see our definition in the out-of-school-suspension section) and be required to complete a drug education program with our partner organization before returning to school. Upon completion of the program and suspension, a mandatory re-entry meeting will also be required, where additional

consequences to re-enter the school community may be imposed. The school social worker will be notified if a student is required to complete the program so that ongoing support can be provided if necessary.

- Repeated Level I Behaviors: A student may be subject to out-of-school suspension for repeated behaviors in Level I. Before a level I behavior is considered for suspension, school teams will ensure appropriate strategies and restorative interventions have been attempted and documented, and the Principal and/or members of the leadership team will have contacted the student and parent to warn them of the possibility of out-of-school suspension before the final incident that leads to the suspension.

Level III Behaviors: The behaviors below are cause for a student to be removed from the school environment and long-term suspension is considered.

Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia:

a. Possession: As outlined in the previous section (when the student is in possession of a significant amount of a particular substance)

d. Counterfeit Substance: Any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this rule.

e. Unauthorized Prescription Drug: Any prescription drug or medication that is used or possessed by someone other than the person for whom the prescription was written.

f. Drug Paraphernalia: Objects that are used or intended to be used for ingesting, injecting, inhaling, or otherwise introducing a substance prohibited by this rule into the body, including but not limited to pipes, vaporizers, rolling papers, and syringes. Relevant evidence may be considered in determining whether an object is drug paraphernalia.

g. Conspiracy: An agreement by two or more persons to commit an unlawful act in violation of this rule.

h. Sell: To exchange a substance prohibited by this rule for money, property, or any other benefit or item of value.

i. Possess with Intent to Distribute/Sell: Intent to distribute or sell may be determined from relevant evidence such as the amount of the prohibited substance found; the manner in which it was packaged; the presence of packaging materials such as scales, baggies or other containers; and the statements or actions of students.

j. Distribute: To transmit a prohibited substance to one or more other students, with or without compensation. For purposes of this definition, a student has not "distributed" a prohibited substance (but may be guilty of "possession" or "use") if the student's sole involvement is to share or pass a prohibited substance with other students in the course of using it, so long as the student was not the one who brought the prohibited substance onto school property or otherwise made it available to other students.

Gang/Gang & Hate Group Related Activities: Gangs and gang/hate group-related activities pose a serious safety threat to students and staff members and can significantly disrupt the educational environment. A gang/hate group is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors or symbols. Even actions that are not innately dangerous, such as displaying hand signs, wearing items of particular colors, and speaking with special jargon can substantially increase the risks of criminal activity and physical injury when those signs and signals are used to support, signal, promote, or encourage gang activity, hate towards a specific identity, or affiliation. Students who feel pressured to participate in or condone gang and hate group activities are urged to seek help from teachers, members of the school leadership team, parents, and law enforcement officers.

<u>The following definitions apply:</u>

A. Clothing: Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;

B. Communication: Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;

C. Vandalism or Destruction of Property: Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;

D. Intimidation/Threats: Requiring payment for protection, money or insurance, or otherwise intimidating or threatening any person related to gang activity;

E. Coercion: Inciting other students to intimidate or to act with physical violence upon another person related to gang activity;
F. Solicitation: Soliciting others for gang membership;
G. Conspiracy: Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that relates to gang activity

- When a first incident involves only the wearing of gang-related attire, the student will receive a warning and be allowed to immediately change or remove the attire as an alternative to other consequences.

Weapons/Dangerous Instruments/Substances: Possessing, handling, or transmitting any weapon, facsimile of a weapon, dangerous instrument/substance, or other object that can reasonably be considered or used as a weapon or dangerous instrument/substance. The Level and response will be determined by the circumstances involving the weapon, the level of harm/potential to harm present as a result of possession of the weapon, and whether others were made fearful as a result of the weapon being present on campus. All items will be confiscated and will not be returned except with the mutual agreement of the school and law enforcement. A recommendation for long-term suspension up to or beyond 30 days may be made based on the above factors. This does not apply to any student who finds a weapon or dangerous instrument/substance on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument/substance to school or law enforcement authorities.
Prohibited items include but are not limited to:
A. Look-a-like knife
B. Look-a-like gun
C. Weapon not capable of propelling a missile
D. Knife
E. Box cutter/razor blade
F. Camouflaged weapon
G. Object thrown from a bus
H. Ammunition
I. Fireworks
J. Bomb (includes destructive devices such as an explosive, incendiary or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, missile with an explosive charge of more than 1/4 ounce, mine, or similar device
K. Air soft gun, BB gun, pellet gun
L. Any object or substance that could cause injury including but not limited to, slingshots, ice picks, multifingered rings, metal knuckles, nun chucks, Bowie knives, dirks, daggers, lead canes, switchblade knives, clubs, stun guns, starter pistols, BB guns, flare guns, air rifles, air pistols, air soft pellet guns or paint ball guns, mace, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.
Assault on a Student: Causing or attempting to cause serious physical injury to another student. Serious physical injury refers to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.

- **Assault on School Staff or Other Adult**: Causing or attempting to cause physical injury to any school employee or other adult.

  Note: If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or expelled, the student will not be returned to that teacher's classroom unless the teacher consents.

Assault Involving Weapon/Dangerous Instrument/Substances: Assaulting another using a weapon, dangerous instrument, or dangerous substances.
Bomb Threats: No student shall make a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises or at the site of school activities, or by placing or concealing an object or artifact on school property or the site of school activities so as to cause any person to reasonably believe the object or artifact to be a bomb or other destructive device.

Threats of Mass Violence: Communicating a threat to commit an act of mass violence on educational property or at a curricular or extracurricular activity sponsored by a school. "Mass violence" is a physical injury that a reasonable person would conclude could lead to permanent injury (including mental or emotional health) or death to two or more people.
Sexual Assault, Sexual Offense, and Rape: All students have the right to learn in a physically and emotionally safe environment. All students should respect the physical boundaries of other students, and under no circumstances should consent for physical contact be presumed.
The following definitions apply:
a. Sexual Assault: Engaging in, for the purpose of sexual arousal, sexual gratification, or sexual abuse, sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
"Sexual contact" is the touching of the sexual organ, anus, breast, groin, or buttocks of any person or a person touching another person with their own sexual organ, anus, breast, groin, or buttocks.
b. Sexual Offense: Engaging in a sexual act with:

(1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or
(2) with another person by force and against the will of the other person, and
(a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon,
(b) inflicts serious personal injury upon the victim or another person, or
(c) the person commits the offense aided and abetted by one or more other persons.

The difference between a sexual assault and a sexual offense is that a sexual assault involves forcible and intentional touching without penetration, and a sexual offense involves penetration of a sex organ or anus by any object, or touching another's mouth or anus by the male sex organ.
c. Rape: Engaging in intercourse (by penetration) with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless. Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented.

Level IV Behaviors:
Firearm/ Destructive Device K-12: As required by state law, any student in grades K-12 shall be recommended for suspension for 365 calendar days for bringing a "firearm" or "destructive device" onto school property or to a school-sponsored event off school property, or for possessing a "firearm" or "destructive device" on school property or at a school-sponsored event off school property. School property includes any property owned, used, or leased by the Board, including school buses, other vehicles, and school bus stops. Principals are required to refer to the law enforcement system any student who brings a firearm or weapon to school.
The following definitions apply to this rule:
a. Firearm: A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm muffler or firearm silencer.
b. Destructive Device: An explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices listed in this definition.

Violation of this rule will result in suspension from school for 365 days unless modified by the Executive Director or Board on a case-by-case basis.
The 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon, immediately, to school or law enforcement authorities.

Level V Behaviors:
Level V is the most serious level in this Code. While there are no separate Level V expectations, the violation of one or more Level II, III, or IV expectations in this Code becomes subject to Level V responses – meaning that a student may be permanently expelled from KIPP North Carolina Public Schools – if all of the following criteria are met: (1) the student is fourteen (14) years old or older; (2) both the Principal and the Executive Director/designee recommend expulsion; (3) the superintendent and Board determine, consistent with the Board's "Due Process" policy, that there is a significant or important reason not to offer the student alternative educational services; and (4) the Board determines, by clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or school staff.

Additionally, any student who is registered as a sex offender under Article 27A of Chapter 14 of the North Carolina General Statutes may be expelled in accordance with these procedures. If such a student is offered alternative education services on school property, the student must be under the supervision of school personnel at all times. This is a consequence of last resort. Principals consult a panel of school-based and regional leaders before recommending a student for permanent expulsion.

Please review and sign the Student & Family Acknowledgement and Commitment Plan on the next page and return it to the appropriate staff member at your student's school.

Student & Family Acknowledgement and Commitment Form

We, the undersigned, have read and commit to the agreements outlined in the KIPP North Carolina Public Schools Student Behavior & Response Plan. As partners of the school community, we understand that certain behaviors and actions committed by our student(s) and/or ourselves may result in disciplinary action, loss of privileges, and possibly result in our removal from KIPP North Carolina Public Schools.

DISCLAIMER: The behaviors and responses listed in this plan 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.

Family Agreements:

- We will partner with the school to ensure our child(ren) makes choices to protect the physical and emotional safety, interests, and rights of all members (students and staff) of our Pride.
- We support physical and emotional safety at school by ensuring there is no disruption to classrooms or the school as a whole.
- We commit to ensuring our child(ren) arrives at school on time each day and follows the outlined expectations to help them succeed.
- We will be open to receiving feedback about our child's social and academic progress at school. We will act as partners with the school and provide suggestions and feedback to promote the success of our child(ren).
- We will make our best effort to attend school events/review newsletters that provide information and updates, and build community. We understand that our participation allows our voices to be heard and develop a stronger bond with our child's teachers, as well as other staff members who support our child's educational journey.
- We will be available to communicate with school staff in a courteous and timely manner when we have concerns and/or when the school reaches out with concerns.
- We will follow school expectations and agreements for visiting/accessing school, which means we communicate with care and courtesy to all staff members, schedule appointments when there is a desire to meet, and follow arrival and dismissal procedures as outlined by the school.

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

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.