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<th>Role/Department</th>
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<tbody>
<tr>
<td>Andrews</td>
<td>Morgan</td>
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<tr>
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<tr>
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</table>
Welcome

Dear Students & Families,

I am excited to welcome you to KIPP Nashville Collegiate High School for the 2020-2021 academic year. You are part of a talented student body that is recognized for its academic abilities and social and emotional growth.

This handbook will inform all students and families, new and returning, about many aspects of our school. In the pages that follow, you will see descriptions of the services and activities available to students, as well as our rules and policies that make Collegiate unique. This handbook establishes the responsibilities that students, families, and staff have in making this a community that values integrity, professionalism, respect and fairness all while living out our core values: Excellence, Heart, and Growth.

Thank you for choosing KIPP Nashville Collegiate High School. I hope your year ahead is both challenging, engaging, and successful.

Sincerely,

Marc Gauthier
Principal, KIPP Nashville Collegiate High School
Our History & Beliefs

The KIPP Network
KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in educationally underserved communities for success in college and life beyond. There are currently more than 242 KIPP schools in 20 states and the District of Columbia educating over 100 thousand students. Every day, KIPP students across the nation are proving that demographics do not define destiny. More than 88 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college.

KIPP Nashville
KIPP Nashville is a network of free, open-enrollment, college-preparatory public charter schools in Davidson County. KIPP Nashville was founded in 2005 with one middle school, KIPP Academy Nashville, and one group of fifth grade students.

Since 2005, KIPP Nashville has grown into seven schools across four campuses in East, North and South Nashville, educating 2,300 KIPPsters. KIPP Nashville schools are neighborhood schools, with most students coming from our surrounding communities and 93% of our students identifying as African American or Latino.

Our students are proving the possible every day. By the end of eighth grade, 70% of our KIPPsters are proficient or advanced in Math, more than doubling the performance of the district and state and rivaling the performance of Williamson County students, one of the wealthiest counties in America.

Our students are college-ready, with 54% scoring a 21 or above on the ACT, outperforming the district and national average.

Our high school alumni are on track to triple the college graduation rate of their peers, attending some of the country’s most prestigious colleges and universities.

- Facebook: facebook.com/KIPP.Nashville.TN
- Twitter: @KIPP_Nashville
- Instagram: @KIPP_Nashville

KIPP Nashville Mission & Vision

Our Vision
Every child grows up free to create the future they want for themselves and their communities.

Our Mission
Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and build a more just world.
School’s Core Values

Collegiate will continue to be an elite, non-admissions-based, public high school providing a college-prep education to (primarily Black and Latinx) students in East, North, and South Nashville, and continue to establish the character and academic skills necessary to be successful in college and in life.

KIPP Collegiate is built around three core values: Excellence, Heart, and Growth. At Collegiate, our values guide our actions and decisions by grounding us in a common set of beliefs and principles:

**Excellence** | We set the bar high for ourselves and others, and find the necessary resources in order to meet the bar.

**Heart** | We look out for each other’s well-being and champion our individual and collective identities.

**Growth** | We get better every day and seek to use every moment an opportunity to improve our practice and increase our impact.

Within our core values, Collegiate seeks to employ additional traits and behaviors as we fulfil our ambitious mission.

**Accountability** | We follow through on our commitments and obligations.

**No Fear, No Embarrassment** | We let our light shine and embrace taking risks.

**Joy** | We seek to find positive moments and interactions that make us smile and laugh.

**Resilience** | We are solutions-oriented in the face of challenges.

**Sustainability** | We seek richness and fulfillment in our professional and personal lives.

KIPP Phrases

**KIPP Credo**
If there is a problem, we look for a solution.
If there is a better way, we find it.
If a teammate needs help, we give.
If we need help, we ask

**Team and Family**
The term is used to describe everyone involved with our school, including staff, students, parents, guardians, donors, etc. The concept of Team and Family is a critical component of the school culture. Students and staff at KIPP Nashville should understand that we are all a family working toward the same mission.

**Climbing the Mountain To and Through College & Beyond**
This is an analogy for the journey that we expect all students to make. The mountain is college graduation.
**We Make Places Better**
Leaving places better than you found them is the motto to describe how we would like students to clean up behind themselves and others when necessary.

**There Are No Shortcuts**
The phrase is used to say that we don’t take the easy way out. This doesn’t mean that we don’t find a smarter or more efficient way of doing things. Examples of shortcuts are no heading on an assignment, incomplete questions on a homework assignment, or not showing the work that got you to your answers on a math assignment.

**Knowledge Is Power**
Knowledge opens doors and creates access to the world and choice-filled lives.

**“Snaps”**
This action is used to affirm or encourage other students when sharing answers or ideas during class or full group time. Students should not snap excessively or cause disruption. It is more important to hear the speaker, not the snap.

**Shout-Outs**
Shout-outs are opportunities for KIPPsters to recognize each other for something positive they observed.

**Grade Level Team (GLT)**
Teachers and students that make a particular grade level.

**Grade Level Chair (GLC)**
Teacher leader of the grade level team. They are responsible for leading weekly Grade Level Team meetings to discuss student grades, behavior, attendance, and other grade-level specific items. Students and families can reach out to their GLC with grade-level concerns.
School Overview

School Contact Information

Address: 123 Douglas Avenue
Nashville, TN 37207

Main Office Number: 615-514-6260
Fax Number: 615-226-9793
School Email: collegiate@knchs.org

Social Media:

- Facebook: @KIPPCollegiate
- Instagram: @kippcollegiate

School Hours

Doors open at 7:45 am

Breakfast is served until 7:55 am

School starts at 7:55 am and ends at 3:31 pm
### 2020-2021 School Calendar & Important Dates

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<td>July 2020</td>
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<td>Leadership Institute</td>
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<td>4-7</td>
<td>Intro to KIPP Nashville (7/6) and New to KIPP School based PD</td>
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<td>8-10</td>
<td>REAP PD (full day)</td>
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<td>13-31</td>
<td>School based PD</td>
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<td>KIPP Nashville All Hands</td>
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<td>Student Orientation</td>
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<td>Labor Day: staff and students do not report</td>
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<td>ACT Interim Assessment #1: 1:30 pm dismissal</td>
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<td>First Quarter Interim Assessments: 1:30 pm dismissal</td>
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<td>Second quarter begins</td>
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<td>13-19</td>
<td>Report cards issued</td>
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<td>Parent/teacher conference day</td>
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<td>Veterans Day: staff and students do not report</td>
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<td>13-17</td>
<td>Thanksgiving: staff and students do not report</td>
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<td>18-19</td>
<td>Second quarter interim assessments: 12 pm dismissal</td>
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<td>25</td>
<td>Dr. Martin Luther King Jr. Holiday: staff and students do not report</td>
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<tr>
<td></td>
<td>26</td>
<td>Parent/teacher conference day</td>
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<td></td>
<td>27</td>
<td>Staff PD</td>
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<td></td>
<td>3-9</td>
<td>ACT Interim Assessment #2: 1:30 pm dismissal</td>
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<td>10-11</td>
<td>Third quarter interim assessments: 1:30 pm dismissal</td>
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<td>12-21</td>
<td>Third quarter ends</td>
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<td></td>
<td>22-29</td>
<td>Staff PD</td>
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<td></td>
<td>16-19</td>
<td>Spring Break: staff and students do not report</td>
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<tr>
<td></td>
<td>21</td>
<td>Fourth quarter begins</td>
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<td>22</td>
<td>Report cards issued</td>
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<td>March</td>
<td>23-29</td>
<td>Spring Break: staff and students do not report</td>
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<td>30-April 1</td>
<td>Fourth quarter interim assessments: 12 pm dismissal</td>
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<td>1</td>
<td>Report cards issued</td>
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<td>2</td>
<td>Fourth quarter interim assessments: 12 pm dismissal</td>
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<tr>
<td></td>
<td>31</td>
<td>High School Graduation</td>
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<tr>
<td>May</td>
<td>1-10</td>
<td>Fourth quarter ends</td>
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<tr>
<td></td>
<td>11</td>
<td>Graduation: staff and students do not report</td>
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<td></td>
<td>12</td>
<td>Staff PD</td>
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<td>14-15</td>
<td>Staff PD</td>
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<td>18-19</td>
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<td></td>
<td>23</td>
<td>High School Graduation</td>
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<td></td>
<td>31-31 June</td>
<td>Summer School</td>
</tr>
</tbody>
</table>

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**Calendar Legend**
- **Staff Only - No Students**
- **Holiday - School Closed**
- **Regular School day**
- **Summer School**
- **Early Release**
- **1/2 Day Exams, HS only**
- **Parent Teacher Conferences - no students**

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[Legend Table]

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**June 29-July 1** Leadership Institute
**July 6-7** Intro to KIPP Nashville (7/6) and new to KIPP School based PD
**July 8-10** REAP PD (full day)
**July 13-31** School based PD
**July 24** KIPP Nashville All Hands
**July 25-29** New Student Orientation
**July 25** Parent University
**August 4** First day of school (1:30 pm dismissal)
**September 4** Staff PD
**September 7** Labor Day: staff and students do not report
**September 22** ACT Interim Assessment #1: 1:30 pm dismissal
**Sept 29-Oct 1** First Quarter Interim Assessments: 1:30 pm dismissal
**October 1** First quarter ends
**October 2** Staff PD
**October 5-9** Fall Break: staff and students do not report
**October 12** Second quarter begins
**October 13-19** Report cards issued
**October 23** Parent/teacher conference day
**November 3** Staff PD
**November 11** Veterans Day: staff and students do not report
**November 25-27** Thanksgiving: staff and students do not report
**December 16-18** Second quarter interim assessments: 12 pm dismissal

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[Calendar Table]

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**December 17, 2020** Second quarter ends
**December 18, 2020** KIPP Nashville All Hands
**December 21-Jan 5** Winter Break: staff and students do not report
**January 4, 2021** Staff PD
**January 5, 2021** Holiday: staff and students do not report
**January 25, 2021** Staff PD
**January 31-Feb 15** Report cards issued
**January 31, 2021** Staff PD
**February 12, 2021** Parent/teacher conference day
**March 5, 2021** Staff PD
**March 9-11, 2021** Staff PD
**March 9-11, 2021** Third quarter interim assessments: 1:30 pm dismissal
**March 11, 2021** Third quarter ends
**March 12, 2021** Staff PD
**March 16-19, 2021** Spring Break: staff and students do not report
**March 21, 2021** Fourth quarter begins
**March 29-April 1, 2021** Report cards issued
**April 1, 2021** Staff PD
**May 18-20, 2021** Fourth quarter interim assessments: 12 pm dismissal
**May 21, 2021** High School Graduation
**May 22, 2021** Staff PD
**May 31-June 18, 2021** Summer School

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[Legend Table]

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School Schedule

Collegiate opens the front doors facing Douglas Ave. at 7:45 am every morning. There is no adult supervision before 7:45 am. Students have until 7:55 am to report to the cafeteria for free breakfast. At 7:56 am the doors close and students that enter after are considered tardy and must check in at the office. Breakfast is not provided to students who arrive after 7:55 am.

<table>
<thead>
<tr>
<th>9th - 12th (~57)</th>
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<td>A Lunch</td>
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<td>7</td>
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</tbody>
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This does not include schedules for pep rallies, forums, field trips, or special events. Classes will be shortened or eliminated to accommodate these events.

Morning Arrival (7:45-7:55 AM)

Collegiate opens its doors to students at 7:45 am every morning. From 7:45-7:55 am, students are expected to enter the building in uniform, grab breakfast from the cafeteria, go to their lockers to put away phones, backpacks, and outerwear, and head to first block.

Student Transitions

Students have three-minute passing periods between each class. Transitions are marked by a dismissal and tardy bell. During this time, students should take care of personal needs before arriving at their next class, such as using the bathroom, getting a drink of water, going to their locked, and socializing with friends. Students who arrive after the tardy bell receive an L2 for Late to Anything.

Lunch

Each student is scheduled a 25-minute lunch each weekday that takes place from 12 - 1:30 pm. The cafeteria is a shared space with KIPP Academy Nashville (KAN) middle school, so efficient transitions to and from lunch are essential.

Students must have a pass to leave the cafeteria for any reason during lunch. This includes, going to tutoring during lunch, eating with a teacher, going to the office, and using the restroom.

Students may not order lunch to the school. However, a parent may order it for their child or bring it to school, but this main office must be notified in advance.
**Student Dismissal (3:30-3:45 pm)**
Collegiate dismisses students for the day at 3:30 pm. Students may dismiss through two Collegiate exits: the front doors by the Collegiate main office and the east stairwell by the KAN main office. Students have until 3:45 to either exit the building or arrive at their after school activity. No student should be in the hallway after 3:45 without a pass.

Students must be picked up or leave campus by 3:45 pm, this includes students that drive. There is no adult supervision after 3:45 pm.

**After School: Students**
Collegiate offers numerous after school clubs and sports. In addition, students may stay after school for detention, study hall, volunteering, or tutoring. While staying after school, students must be with an adult at all times and are not permitted to roam the hallway without a pass.

Detention runs from 3:35-4:30 Monday through Friday.

**Pep Rallies, Forums, Field Trips, etc.**
Collegiate will sometimes run an alternate schedule on Fridays to include an opportunity to build student culture, celebrate our students, or end our week in a joyful community. While Friday Block includes a modified schedule, our expectations for students remain the same. Students should report to their locations on time and should arrive in uniform without electronics, backpacks, and outerwear, just like they would for any other class. Students should wait until after the event to pack up for the day.
**School Operations**

**School Closings**
KIPP Nashville will close due to inclement weather or other conditions whenever the local public school district (e.g., Metro Nashville Public Schools) closes all of its schools. If we are experiencing or expecting inclement weather or unforeseen circumstances, please monitor the MNPS Website ([mnps.org](http://mnps.org)) or our local television and/or radio stations for the latest school closing information. The KIPP Nashville academic calendar may be modified if closure days exceed stockpiled inclement weather and PD days. Any modifications to the calendar will be communicated to all staff as soon as possible.

In the occasional instance that Metro Nashville Public Schools cannot open, but KIPP Nashville can, all staff, students, and families will be notified via phone, text, and/or social media. We recommend that staff and families follow us on social media to get the most up to date information (@KIPP_Nashville and @KIPPCollegiate).

**Early Dismissals**
In the event that unforeseen circumstances cause an early dismissal, we will notify all staff, students, and families via email, phone, text, and/or social media. KIPP Nashville will follow the regular daily schedule until the time of dismissal.

**Transportation**
KIPP Nashville Collegiate High School does not offer bus transportation currently. Students can walk to school, be dropped off, or ride the MTA bus. All Collegiate students receive a free MTA bus pass at the beginning of the school year which allows them to ride the city bus for free. This serves as their student’s school ID and bus pass. If a student loses their pass the replacement cost is $15 paid to the main office. There are two stops located near Collegiate on Douglas Avenue and Meridian Street. Check [www.nashvillemta.org](http://www.nashvillemta.org) for all bus routes.

**Transportation Changes Procedure**
We encourage parents/guardians to arrange pick-up of their children prior to dropping them off in the morning. If transportation plans change, parents/guardians must call the office by 3:00 pm to inform the school of the change. We will then notify the student.

**Food Services**
All students receive free breakfast and lunch daily. Students must arrive on time to receive their breakfast. Families may choose for their students to eat school breakfast and lunch or to send students with their own meals to eat during designated times. Students are not allowed to share food brought from home with other students due to potential allergies.

**Visitor Information & Procedures**
We have an open-door policy at KIPP Nashville and are excited when visitors want to see our school. We also take school security very seriously. KIPP Nashville contracts with Raptor Technologies to ensure a strong screening process for every visitor to the building. This also applies to parents/guardians who visit our school.
Upon entering a building, visitors will be asked to present an ID such as a Driver’s License, which can either be scanned or manually entered into the system. If a visitor for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person’s name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge, in accordance with state law. A visitor’s badge will be provided and must be worn at all times while in the building. A visitor’s badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. When a visitor leaves the building, h/she must return to the office to sign out.

All Collegiate visitors must enter through the front door facing Douglas Ave. and check in at the office immediately upon entering.

**Arrival Procedures**

Students enter through the front doors facing Douglas Ave. beginning at 7:45 am. They are considered late at 7:55 am. They report to the cafeteria to pick up breakfast and from there, students report to block one. Uniforms should be checked and cell phones left in lockers at this time.

**Dismissal Procedures**

Students must exit through the front door facing Douglas Ave. or the south stairwell. All students must exit the building by 3:45 pm and be picked up by 3:45 pm. There is no adult supervision after this point.

**Attendance**

Every school day matters. Students being present and on-time daily ensures that they maximize their learning time and sets them up for success. Research shows that students that consistently attend school “feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future.” At KIPP Nashville attendance is a priority.

In accordance with the state law, children ages 6-17 must be in school. Parents/guardians of children between the ages of 6-17 years are responsible for their child’s attendance. If a student accumulates excessive absences the state truancy department could monitor attendance and initiate truancy as needed. Parents/guardians are expected to make sure that their child is in school on-time, every day. Try not to schedule appointments or vacations during school time. Please schedule appointments during school breaks or after dismissal.

Since missing class affects academic achievement, repeated absences may be reflected in the student’s grades. Students with excessive absences run the risk of not being promoted to the next grade.

**Excused & Unexcused Absences**

ALL absences will be reported as unexcused absences unless the school receives the following documentation within one (1) week of absence:

- Note from medical professional or parent/guardian specifying the excused sick days
- Religious holidays
- Parent/Guardian note indicating a funeral service
- US armed forces documentation regarding parent/guardian deployment
● Court documents mandating a court appearance – student will be excused only for the day(s) indicated on the documentation.

In the event that a student must be absent, please adhere to the following procedure:

● For planned absences, the parent/guardian must notify the office by phone or letter at least one (1) day in advance.
● For unplanned illnesses, the parent/guardian must notify the office by phone before 8:30 a.m. the day the student is absent.
● The student is responsible for completing the work they miss. They have one day for every day they are absent to complete the work.

**Truancy & Chronic Absenteeism**

In accordance with state law, students with five (5) or more unexcused absences are considered truant and the school will send a legal notice to the family.

Chronically absent is nationally defined as missing ten (10) percent or more of school.

As students accrue absences, the school will communicate with families in the form of regular progress reports that include attendance in addition to other student information.

When a student is chronically absent or in danger of truancy, the school will implement interventions to help improve student attendance. These may include: truancy notice, conducting an attendance assessment, providing resources to the family, and scheduling an Attendance Review Board (ARB) meeting with the student and parent/guardian to create an attendance improvement plan. The parent/guardian is expected to work with the school to improve their student’s attendance, failure to do so may result in a truancy petition filed.

Failure to show progress on an improvement plan can result in a truancy filing with the juvenile court.

If a student misses ten (10) unexcused consecutive days of school with no communication, they are considered truant and the student will automatically be dropped from enrollment at KIPP Nashville and will be required to enroll in his/her zoned school.

**Tardies and Early Dismissals**

School hours are 7:45 a.m. to 3:31 p.m. Students who miss more than 50% of the school day are considered absent. Tardies and early dismissals mean missed class time which therefore has a negative impact on student achievement and disrupts the learning environment. Students should not arrive late or leave early unless it is for an excused reason mentioned above.

School doors open for students at 7:45 a.m. There is no staff supervision before that time. Students must arrive by 7:55 a.m. or they are considered and marked tardy. The doors will close at 7:55 a.m. and past that time students will need to check in through the main office.

Students are dismissed at 3:31 p.m. please do not take your child out of school earlier than the dismissal time.

In the rare event that a student needs an early dismissal, the following procedures must be followed:

● The parent/guardian must notify the office by phone or letter.
- The parent/guardian must bring a doctor’s note or documentation
- The student remains in class or the office until an adult arrives at school to pick him/her up.
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed as an authorized pickup.
- The student must make up all missed work.

Early pick-up is not allowed after 3:00 p.m.

**Student Privacy**

**Student Records**
A cumulative record will be kept for each student enrolled in school. The record’s contents will include academic, attendance, and health records. The record will be kept current and confidential and will accompany the student through his/her school career.

The school administration is responsible for all student records. They will discuss, explain, and/or make available to an eligible student (i.e., 18 years of age or older) or parents/guardians any records on file. If a parent/guardian would like to examine a child’s record, the parent/guardian should submit a request in writing to the Principal. Within 10 days, the eligible student or parent/guardian will be allowed to inspect the file and may request a copy of some or all the information contained in the record. There are two different types of student records, directory information and confidential records, and each will be treated differently.

**Directory Information**
Directory Information is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent/guardian. For example, teachers may distribute class lists to everyone in the class so that students may help each other with homework. If a parent/guardian would not like such information released, he/she should submit a request in writing to the Principal.

**Confidential Records**
Confidential Records include final grades, disciplinary actions, and health records. Confidential records will not be made available to any non-school or non-KIPP Nashville personnel without written consent by the parent/guardian.

**Access to Student Records**
Authorized school officials may release information from a student’s education record if the student’s parent/guardian or the eligible student gives written consent for the disclosure. Such written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent/guardian or eligible student;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The student’s parent/guardian or the eligible student may obtain a copy of any records disclosed under this provision.

Authorized school officials shall have access to and permit access to student education records for legitimate educational purposes. A “legitimate educational interest” is the official’s need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student’s education; and
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, or student job placement.

In certain cases, school officials are permitted to release information from or permit access to a student’s education record without prior written consent of the parent/guardian or eligible student, including:

1. To comply with a judicial order or lawfully issued subpoena. The school will make a reasonable effort to notify the student’s parent/guardian or the eligible student before making a disclosure;
2. If the disclosure is an item of directory information;
3. To comply with the requirements of child abuse reports to the extent known by the school officials, including the name, address, and age of the child; the name and address of the person responsible for the care of the child; and the facts requiring the report;
4. When a student seeks or intends to enroll in another school district or a post-secondary school. Parents/Guardians of students or eligible students have a right to obtain copies of records transferred under this provision;
5. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
6. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student’s educational records when such agencies or organizations are legally responsible for the care and protection of the student.

**Uniform Policy and Expectations**

**Uniform Purpose & Intended Outcomes:**
At Collegiate, our school uniform is a tangible representation of our collective mission. Through our uniform, we seek to achieve the following:

1. Our uniform is intended to create a semi-professional environment as indicated by our physical appearance each day. We believe that a semi-professional presentation allows our students to emulate the expectations of a work environment while maintaining a developmentally appropriate dress code expectation. Additionally, we believe that our students’ adherence to this dress code empowers our academic efforts by helping to create focused and disciplined learning environments.

2. Our uniform is a visual representation of our students’ commitment to our school mission, expectations, and shared values. As such, it is a tool used to cultivate and promote school pride and shared purpose.
3. Our uniform helps to reduce distractions often brought about through clothing expectations, competition, or pressure. It ensures students are able to reserve their focus for learning and socializing productively. In a similar vein, our uniform helps to promote a united community by reducing the impact of socioeconomic status on one’s presentation.

4. Our uniform aids in ensuring we maintain a safe environment for students and staff. Because of our uniform, we are able to identify non-members of our school community with greater ease, reduce incidents of thefts of expensive clothing/accessories, and minimize opportunity for prohibited objects to enter the school building.

At Collegiate, the uniform is a non-negotiable part of our commitments, norms, and culture. We believe that this commitment assists in our mission to accelerate learning for students, cultivate good character habits, and ultimately set our students on a path to and through college. We also believe our uniform assists in maintaining the safety of our school environment. Therefore, we require our students’ and families’ adherence to this policy. If a student is in need of uniform item support, our school is committed to providing assistance.

While we seek to minimize the opportunity for a student to incur uniform infractions within our dress code, disciplinary consequences will result for repeated violations of a uniform violation.

**Buying Uniforms**
Students can purchase uniform items online by accessing the link on our Facebook page (https://shop.jbdesigns.com/collections/KippNCH). If a family does not have a credit card to make a purchase, have them contact the Office Manager. If a student expresses that they cannot afford a uniform item, share this information with our CIS Coordinator.

**Uniform Check**
Collegiate staff hold consistent uniform expectations from the beginning to the end of each school day. Though we have systems in place to help our students be in uniform at all times, upholding consistent uniform expectations is required of all.

<table>
<thead>
<tr>
<th>Uniform Component</th>
<th>Permitted and Non-Permitted Items</th>
</tr>
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</table>
| **Tops and Outerwear** | **Permitted:**  
- Students must wear a KIPP issued **polo, Oxford, Rugby shirt, fleece jacket, quarter zip sweatshirt, cardigan, and/or sweater** purchased through our uniform vendor or extracurricular school activity  
- Students may wear long sleeve, solid-color undershirts in white, black, grey, or navy underneath uniform top  
**Non-Permitted:**  
- Students may not wear visible non-KIPP tops or non-KIPP outerwear  
- Students may not have intentional rips or tears in clothing  
- Students may not wear long-sleeve undershirts that are not a solid, neutral color  |
| **Bottoms** | **Permitted:** |
Students must wear khaki, navy, black, or grey khaki pants or skirts. Pants and skirts must be solid color.

**Non-Permitted:**
- Jeans, shorts, joggers, and athletic wear are not permitted.
- Skirts higher than 3 inches above the knee are not permitted.
- Ripped or frayed pants are not permitted.

### Shoes/Socks

**Permitted:**
- Students must wear **black, brown, navy, or grey** closed-toed shoes. Dress shoes, sneakers, and boots are permitted in black, brown, navy, or grey.
- Shoes may contain patterns or be dual-toned, but may only contain **black, brown, navy, or grey** colors.
- Socks can be any color and pattern. However, if a student wears a skirt, the knee-highs, socks, or tights must be black, navy blue, white, or brown.

**Non-Permitted:**
- Shoes may not contain non-permitted shoe colors (i.e. a logo accented with a non-permitted color).
- Athletic shoes (cleats, basketball shoes).
- Open-toed shoes, flip-flops, sandals, and slides are not permitted.
- Heels above 3-inches are not permitted for safety reasons.

### Accessories

**Permitted:**
- Students may optionally wear a belt or tie.
- Students may wear cultural and religious head coverings and/or head-wraps that accessorize professionally. These may be worn in any color or pattern.
- Wristlets and pencil pouches may be used to carry personal items (excluding cell phones or other non-permitted items).

**Non-Permitted:**
- Backpacks, purses, fanny packs, and bags with or without a strap are not permitted for safety reasons (must be stored in locker).
- Personal beauty products, food, or other inappropriate items (must be stored in locker).
- Students may not wear hats, du-rags, or sleepwear.
- All hats, hoods, or other head coverings must be removed before entering the building.
- All electronics, including cell phones and headphones, must be put away while entering the building.

### Student Cell Phones

Collegiate is a “No Phone Zone.” Students are required to leave cell phones at home or secure them in their lockers in the morning. Collegiate provides locks to all students to ensure their items are securely stored throughout the day. Students are never to use their cell phones in school and are not permitted to carry them on their person throughout the day (the only exception to this rule applies to students who have earned College...
Ready Status and are therefore permitted to carry phones and use them at the appropriate times per their CR Status commitment.

**Cell Phone Confiscation Procedure**

If a student has a cell phone on them or uses their cell phone, an L2 (Phone) will be issued and the phone will be taken and secured in the main office.

After having a phone collected three times in a quarter, a parent will need to come to the office to pick it up. If the student refuses to turn in the phone, then will receive an L3 (Insubordination).

**Bathroom & Hall Passes**

Students are permitted to use the restroom during arrival, during transitions, and during lunch without the use of a bathroom pass. If using the restroom during these times, students are still required to arrive to their next class on time (before the bell).

Students are also allowed two agenda bathroom passes per day to use for any restroom needs during class time. If the student needs to use this pass, they will inform their teacher and wait for an appropriate moment in class to use this pass (such as after the completion of a graded assignment or at a natural pause in the lesson) as indicated by teacher permission.

Students who do not have a pass to display in their agenda may be asked to wait until after class to use the restroom. In cases of emergency, students may use the classroom provided clipboard pass, but will incur a L1: No Pass demerit.

In the event that a student needs to go to the office or another room for any reason outside of the regular transition time, the student should use their student agenda as a pass. If they do not have a pass, they will use the class clipboard and an L1: No Pass demerit will be entered.

Non-essential errands (ex: calling home for an after school activity) should be completed during lunch or before or after school. Students must have a pass from a teacher to use the office phone if it is not during lunch.

**Student Supplies**

**Calculators**

All students that turn in a calculator permission slip form and do not have a lost calculator from a previous year will be assigned a Collegiate calculator to use through their Math teacher. Math teachers will do periodic checks to ensure students are keeping up their calculator. There is a $75 fee for all unreturned calculators at the end of the school year.

**Student Planners**

All students will receive a student planner at the beginning of the year. This planner should be used in all classes so that students have one place to keep up with all prepwork assignments and important dates throughout the school year. The student agenda is also used as the hallway/bathroom pass for all students. Each student has two passes to use throughout the day. The teacher must sign, date, and time stamp the planner before a student exits the classroom for any reason. If a student does not have their planner, a demerit “no pass” should be issued and the student should take the classroom clipboard pass. The clipboard must be signed, dated, and time stamped by the teacher.
Locks and Lockers
All students are assigned a locker and given a school lock to use throughout the year. It is the student’s responsibility to keep the locker locked and combination safe. There is a $5 fee for all unreturned locks at the end of the school year. If a student brings their own lock, they must provide the combination or key copy to the office and it must be noted in the tracker.

Chromebooks
All students will be issued a Collegiate chromebook to use for the school year. Please refer to our technology agreement for more information.

Personal Belongings
Students are responsible for their own belongings and keeping them safe. Collegiate will not be held responsible for items that were stolen from lockers that were not assigned or locked.

Computer & Internet Policy
The use of technology resources by students, staff members, or visitors to KIPP Nashville schools is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the school.

The following are prohibited activities and may result in the student temporary or permanent loss of technology privileges, or further disciplinary actions: the use of offensive language or images, profanity, harassment or bullying, impersonation of another, and hacking/damaging a system or network. This list is not comprehensive.

Internet Safety Measures
KIPP Nashville is committed to ensuring internet safety for our students. Through widespread use of content filtering, we are controlling access by students to inappropriate content matter, the online spaces for direct communications (e.g., chat/email), and preventing unauthorized access including hacking from internal or external sources. We will monitor internet use vigilantly to ensure students do not access materials that may be harmful to them.

Chromebooks
All student Chromebooks are owned by KIPP Nashville and are loaned to the student and their family for use throughout the school year and are expected to be in good working order at all times.

Student Chromebooks must not be left unattended at any time. They must be in a student’s possession or secured in a designated location within the classroom. If a Chromebook is found unattended, it will be turned in to the school administrator. School-issued and owned Chromebooks and iPads must be carried and transported appropriately on and off campus.

- Chromebooks should be closed when carried in order to avoid damage to the hard drive resulting in the permanent loss of data.
- No food or beverages should be in the vicinity of Chromebooks.
- Chromebooks and iPads should be handled with respect and care and are not to be defaced or damaged in any way. Inappropriate treatment of school-issued devices will result in school repossession of these...
devices for a period of time determined by the administration. This includes placing any stickers on the device.

- In the case of theft of a school-issued device, a police report must be filed, and a copy of the police report (including the device’s serial number) must be submitted to the Director of Operations in order to process the insurance claim.

- The school reserves the right to remove any software that has been installed on school owned devices that impedes the educational purposes of the school’s technology program.

Copyright Law

Copyright law protects the ownership of a person’s creative works. In an educational setting, students are permitted to use others’ works under the Fair Use Clause, if they meet the restrictions and cite the work.

Downloading and Installing Software

- All installed software must be a legally licensed copy.

- The downloading of music files, video files, games, etc., through the school’s network is prohibited unless it is part of an assigned, in-class activity.

- Applications, software, movies, songs, and other materials protected by copyright law may not be transmitted or duplicated. This includes copyrighted movies, which may not be “ripped” from DVDs or downloaded from the Internet and copied onto laptops.

- Unauthorized duplication, installation, alteration, or destruction of data programs, hardware, or software is prohibited.

Consequences

KIPP Nashville reserves the right to enforce appropriate consequences for the violation of any section of the responsible use policy. Such consequences could include the loss of the use of any school-owned for a specific amount of time determined by the administration and members of the technology department and may include possible disciplinary action and possible legal action. These consequences apply to all students using any electronic devices on the school’s campus, whether these devices are personally owned or school-issued.

Any electronic device used on the school network, even if privately owned, is subject to all policies and consequences of the responsible use policy, including the right to search the device, remove content from the device, and the right to retain the device in the school’s possession, if there is an infraction of the responsible use policy.

In the case of repeated abuse and/or damages to a device, the school has the right to revoke a student’s privilege of using a device. Any change of the operating configuration or settings is subject to disciplinary measures by school administrators.

Damage or Lost Device

Any damage or loss of school-issued electronic devices that is the result of intentional damage or negligence is not covered by the device’s insurance. Consequences for these actions will include the student paying for the repair or replacement of the device, as well as other disciplinary actions as determined by the school administration.
Should repairs that are not covered by insurance be required, or a full replacement is required, the student’s family is responsible for supporting that cost.

- First incident per year: $50
- Second incident per year: $50
- Third incident per year: loss of use
**Academic Program**

**Overview**
Collegiate offers a well-rounded, college-preparatory academic program. The educational philosophy of KIPP Collegiate is based on the belief that graduation from college is the best way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences, building personal and professional relationships, and broadening perspectives that open up opportunities and enable an array of choices that are unavailable to students who do not graduate from college. Thus, we deliver an educational program that allows students to develop academic and character skills and traits needed to graduate from college and lead a life full of opportunity and choice.

The philosophy of KIPP Collegiate is informed by research, the experience of and learning from KIPP schools and other high-performing schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning. The overview of each content area will provide more context about the philosophy behind the academic and social/emotional learning decisions.

**High Expectations and Rigorous Curriculum**
All of the students will pursue a rigorous, college-prep academic program that prepares students for a challenging high school academic career. Using a backwards-mapped approach from ACT College-Readiness Standards to build on state standards, all students, regardless of their proficiency at baseline, will be expected to meet and exceed state proficiency standards and score competitively on nationally norm-referenced assessments.

The high expectations will be manifest in:

- a rigorous curriculum that develops critical thinking skills;
- development of student autonomy and ownership of achievement through student responsibility for understanding their own assessment data and how it informs their goals and habits;
- ambitious growth goals for all students, regardless of their proficiency upon baseline;
- use of academic language in all content areas and grade levels, as well as in the hallways, and;
- demonstration of the school values in all aspects of students’ performance and behavior.

The school’s educational philosophy is also fully aligned to the Tennessee State Board of Education’s policy aimed at strengthening the state’s high schools. The school program supports the policy’s goals and embraces the following excerpt from the policy:

“All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.”

**Instructional Design**
The high school course of study is explicitly designed to prepare students for college. The following describes the course of study for each subject area.
STEM

- All students will take Algebra 1, Geometry, Algebra 2, and Pre-Calculus. It is possible to double up and take two math courses in one year, typically Geometry and Algebra 2 in sophomore year. This faster progression gives students access to an AP math course in 12th grade, either AP Statistics or AP Calculus AB. Additionally, a student can opt out of Algebra 1 if he/she has passed the Algebra 1 EOC as an 8th grader, thus putting the student on a faster track to take Geometry in 9th grade without having to double up on two math courses in one year.

- KIPP Nashville uses an AP For All math curriculum created in partnership with other KIPP high schools across the country. The curriculum is aligned to state and ACT standards. It is also backwards planned from the AP Calculus exam. The school also offers Algebra 1 and Geometry support classes for 9th and 10th graders. Any student with a RIT score of 217 on NWEA is eligible for this support class.

- KIPP Nashville follows a physics first science sequence. Students then take chemistry and biology, sophomore and junior years respectively. The physics first approach is grounded in scientific understanding, allowing students to make connections between physics, chemistry, and biology, instead of treating these courses as discrete disciplines. KIPP Nashville Collegiate High School has followed this sequence and it has led to strong ACT science outcomes for students.

- KIPP Nashville uses the KIPP Foundation’s AP For All curriculum as the basis for these courses.

- Finally, Collegiate offers AP computer science has an elective. The KIPP Foundation, in partnership with KIPP schools across the country, developed this curriculum.

English

- All students take English 1 and English 2, in freshman and sophomore years respectively. In 11th grade, some students matriculate to AP Language, while others take English 3. In 12th grade, students who took AP Language as juniors take AP Literature as seniors, and students who took English 3 take AP Language.

- KIPP Nashville uses the KIPP Foundation’s AP For All curriculum as the basis for these courses. This curriculum ensures vertical alignment of texts and standards. Collegiate will also offer support English 1 and 2 courses for students who need this additional class to have access to grade level standards.

Humanities Elective

- KIPP Nashville has selected a Humanities Elective sequence for its high school students. It is a four course elective sequence that focuses on Composition. Effective written communication is essential for college and career readiness. While the English course sequence provides ample opportunity to write, this Composition sequence ensures students receive sufficient feedback on their writing and enter college fully prepared for the writing demands of college.

- The curriculum for this course is grounded in KIPP Nashville’s writing rubric. Achievement First, a charter school network in the Northeast, developed this rubric in 2010. KIPP Nashville adopted this tool to evaluate process based student writing when the region founded its first high school. It is the backbone
of the writing course sequence, ensuring students are developing their writing skills through a set progression of competencies.

- In their senior year, students may apply to take the AP Seminar course in place of Composition 4. The AP Seminar course is part of the AP Capstone course sequence. It focuses on independent research and academic writing.

**Social Studies**

- The social studies sequence begins in 9th grade with AP Human Geography, which explores the impact of humans on the Earth. This course builds strong background knowledge that is foundational for future social studies courses. In 10th grade students take either AP World History or World History, which is aligned to the TN state standards. Juniors take AP US History and seniors take AP Government first semester and AP Macroeconomics second semester.

- KIPP Nashville has created its own social studies curriculum for these courses, collaborating with partners at Valor Collegiate in Nashville, KIPP New York City, and KIPP Bay Area schools.

- Students in an Algebra 1 or English Support class in 9th grade do not take AP Human Geography. If a student needs both support classes, the student will not take the Social Justice elective.

**Foreign Language**

KIPP Nashville offers two years of Spanish for all students, although the school offers two different tracks, one for native speakers and one for non-native speakers. This differentiated approach ensures all students are being appropriately pushed and challenged.

**College Readiness**

Students take a two course college readiness sequence starting in their junior year. During junior year, students research colleges and develop a wish list of the colleges they want to attend. During senior year, the course supports students in applying to college from drafting applications to submitting applications to navigating acceptances and financial aid packages. The senior year course also prepares students with the practical knowledge they will need to navigate the resources at their campus. Half of the senior year college readiness course is devoted to the personal finance course. While this course is a state requirement, these standards are essential for student success in college and in life, which is why college readiness teachers teach this course.

**Electives**

In addition to a strong college preparatory program, the school also offers other elective courses. All freshman students take a Social Justice course. This multidisciplinary course allows students to study current events through the lens of social justice. Students take a fine arts elective, either Music or Visual Art based on student interest.
## Instructional Program

### General Academic Program
Students at Collegiate are generally enrolled in the following classes:

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>English I</td>
<td>English II</td>
<td>AP Language and Comp</td>
<td>AP Language and Comp</td>
</tr>
<tr>
<td></td>
<td>A select group of students also take Literature Support and/or Reading Support</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Composition</td>
<td>Creative Writing</td>
<td>Journalism II</td>
<td>Composition Advanced</td>
<td>Journalism I Publication</td>
</tr>
<tr>
<td>History</td>
<td>AP Human Geography</td>
<td>AP World History</td>
<td>AP US History</td>
<td>AP American Government</td>
</tr>
<tr>
<td></td>
<td><strong>AND/OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>AND</strong></td>
</tr>
<tr>
<td></td>
<td>African American History and Contemporary Issues</td>
<td>World History &amp; Geography</td>
<td>Honors US History</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td>A select group of students also take algebra support</td>
<td>A select group of students also take geometry support or an advanced mathematics course (Algebra 2 or Pre-Calculus)</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Calculus</td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honors Statistics</td>
</tr>
<tr>
<td>Science</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some students also take AP Computer Science Principles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Following the above course schedule prepares students to meet the MNPS graduation requirements, succeed on college entrance exams, and succeed in life beyond high school.

**Exceptional Education Academic Program**
Students are placed in support classes (literature/reading support, algebra/geometry support) based on MAP scores as well as teacher recommendations. Generally, the Exceptional Education department at Collegiate attempts to place students in an inclusion setting wherever possible, with some exceptions:

- English 1 and English 2 - ELD and EE sections offered
- Algebra 1 and Geometry - EE sections offered

**Grading Policy**
At Collegiate, we believe that grades are a vital indicator of student academic performance. The cumulative GPA of a Collegiate graduate is indicative of two things: how much they have learned, and how successful they were at demonstrating their learning. A Warrior’s GPA is one of the most important criteria for their acceptance to colleges and universities, and therefore accuracy is of utmost importance. For these and other reasons, the method of determining grades must be consistent from class to class and aligned throughout the school.

**Grading Principles**

1. **Our grading must be based on clearly defined, established, and communicated success criteria.** These include:
   - State Standards
   - AP Learning Outcomes
   - CCRS (ACT) Standards

2. **Our students deserve multiple opportunities to demonstrate mastery.** This can include:
   - Whole-group reassessments as determined by teacher
   - Limited individualized re-assessments (no more than 3)
   - Intentional “spiraling” in future assessments
3. **All our grading and/or rubrics will align to the Collegiate Grading Definitions as outlined.** Formative assessment accompanied by specific, actionable feedback is vital to student growth; however, not all student work is required (or necessary) to be reflected in grades.

4. **We acknowledge both the excellence and the grit required to succeed in Advanced Placement courses.** All students enrolled in these courses will receive five (5) points added to their quarterly grade per local policy if they sit for the AP exam.

5. **Our grading is not a form of punishment, control, or compliance.** As such, we do not:
   - Add or deduct points in response to either general or specific behaviors (extra credit will not be assigned).
   - Issue summative or formative level assignments grades for completion

6. **Our students deserve the opportunity to “bounce back.”** Therefore, a 50 is the numerical and mathematical “floor” of our grading scale. To do so, rather than using mathematical “percentages,” we use the Collegiate Performance Bands to issue all grades. Furthermore, in the lower school a 60 is the minimum posted Quarter 1 grade.

7. **We have zero-tolerance for either academic dishonesty or scholastic apathy.** Students will earn a “zero” for verifiable cheating or failure to make an attempt at an assignment.

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**Grades 9-10**

In grades 9-10, KIPP Nashville grades are calculated based on the following four categories:

- **30% Major Summative Assessments**
  - End of Unit/Module Assessments
  - Interim Assessments
  - Writing Process Based Assessment Rubric Scores
  - Lab Reports

- **30% Minor Summative Assessments**
  - Quizzes
  - Seminar
  - Test Corrections
  - Projects

- **30% Prepwork**

- **10% Classroom Engagement**

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**Grades 11-12**

In grades 11-12, KIPP Nashville grades are calculated based on the following four categories:

- **40% Major Summative Assessments**
  - End of Unit/Module Assessments
The grade components shift in weight to better prepare students for college, thus placing a greater emphasis on major summative assessments and less weight on academic habits like prepwork.

**Grades 9-12 Grading Scale**
Collegiate follows the MNPS grading scale:

- A (93-100)
- B (85-92)
- C (75-84)
- D (70-74)
- F (0-69)

For students enrolled in an AP course, KIPP Nashville follows the TN SBE uniform grading policy 3.301, which allows the inclusion of 5 percentage points to the grades used to calculate the semester average.

The grades on the final report card are adjusted to include the student’s score on TNReady assessments. To determine a student’s final grade, KIPP Nashville schools will apply a curve to a student’s TNReady score. The TNReady score will be calculated as a percentage by dividing the points earned by the total points possible. Then, the percentage will be curved, using guidance from either the TDOE or MNPS, to determine a student’s adjusted TNReady score. The KIPP Nashville Chief of Schools will approve the final TNReady scoring formula once guidance regarding the curve is received. A student’s adjusted TNReady score will account for the minimum percentage required by the district of the student’s final grade received in each tested course. For the 2020-21 school year, the minimum required percentage is 15%.

If TNReady assessment results are not received by the school at least five (5) instructional days before the end of the course, the school may choose not to include the state assessment score in the student’s final grade calculation.

Conduct grades are based on behavior and shall not be deducted from quarterly report card grades.
## Assessments

### 2020-2021 Required Tennessee Student Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Purpose and Use</th>
<th>Assessment Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCAP/TNReady End of Course Exams</td>
<td>9-11</td>
<td>These assessments measure a student’s skills in high school English, Integrated Math, Algebra I, Algebra II, Biology I and U.S. History. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also may count for up to 15% of a student’s final grade in those subjects.</td>
<td>mid-April – early-May</td>
<td>“Quick score” results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.</td>
</tr>
</tbody>
</table>

### Special Education Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Purpose and Use</th>
<th>Assessment Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCAP Alt. / MSAA Assessment.</td>
<td>3-11</td>
<td>This assessment is designed for students with significant intellectual disabilities. It is based on a different set of content standards than the TCAP test. Students only take the TCAP-Alt assessment when parents/guardians and educators decide it is appropriate according to his or her needs</td>
<td>March – May</td>
<td>The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.</td>
</tr>
</tbody>
</table>

### English Language Learner Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Purpose and Use</th>
<th>Assessment Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA ACCESS Placement Tests for English Learners (also called W-APT)</td>
<td>K-11</td>
<td>W-APT (WIDA ACCESS Placement Test) is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language support they need. It also helps us Administrate to English Learner students at the time of enrollment</td>
<td>Administered to English Learner students at the time of enrollment</td>
<td>Tests are scored and the results are given to parents/guardians immediately.</td>
</tr>
</tbody>
</table>
know in which level to place students for the annual assessment all English Learner students take.

WIDA ACCESS for English Learners

K-12

This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in English language proficiency.

March–April

The state releases individual student reports with details of performance. These are distributed to schools and then shared with families.

### Civics Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Purpose and Use</th>
<th>Assessment Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Civics Exam</td>
<td>9-12</td>
<td>Students are required to take a United States civics exam in order to graduate with a regular high school diploma.</td>
<td>School schedules as necessary</td>
<td>School schedules as necessary Results are available soon after the test is given.</td>
</tr>
</tbody>
</table>

### College and Career Readiness

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Purpose and Use</th>
<th>Assessment Window</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>11-12</td>
<td>The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship from the state.</td>
<td>March and April</td>
<td>Student-level reports are given 3-8 weeks after the test is given.</td>
</tr>
</tbody>
</table>

### Progress Reports

Progress reports are sent home bi-weekly on Thursdays and students/families have 24/7 access to grades via the Illuminate Portal. Report cards are sent home at the end of every quarter. Final report cards are mailed to families the first week of June.

### Prepwork

Prepwork, which may be commonly understood as homework, consists of the assignments given to students to be completed after school in preparation for the next day’s content lesson. At Collegiate, we believe prepwork is a tool which prepares students to engage thoughtfully and purposefully in academic content. Additionally, completing prepwork establishes a habit of preparation and organization. Therefore, we assign great importance to prepwork, and hold students accountable for its daily completion.

We believe that it is important when students first arrive that we help to cultivate prepwork completion as a habit for students. In these formative years, students are working to solidify their GPA and academic standing,
and homework is integral to this. As students progress at our school, we believe in emphasizing prepwork completion not just as a habit, but as a tool internalized for academic success.

**Agenda**
All students are given an agenda to record homework and upcoming assignments. It is highly recommended students use their agenda to stay organized. It also contains their bathroom passes. Replacement agendas are $5.

**Make-Up Work Policy**

<table>
<thead>
<tr>
<th>Demerit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepwork</td>
<td><strong>Incomplete/Unacceptable Prepwork (-3)</strong></td>
</tr>
<tr>
<td></td>
<td>- A student turns in a prepwork assignment that is incomplete or otherwise does not meet the criteria for success. <em>This does not include students who attempted to meet the criteria for success but made mistakes in accuracy.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Missing Prepwork (-0)</strong></td>
</tr>
<tr>
<td></td>
<td>- A student fails to turn in a prepwork assignment by its due date. Students who are absent have until their return date to submit prepwork.</td>
</tr>
<tr>
<td>Suspension (-20)</td>
<td>Students earn -20 for each suspension day.</td>
</tr>
<tr>
<td></td>
<td>- <em>The merit report total is based on a value of 20 points each day. Missed days due to disciplinary consequences will forfeit this total.</em></td>
</tr>
</tbody>
</table>
Cheating and Plagiarism

Cheating and plagiarism is a serious offense. Please refer to the flowchart below for consequences.

**Academic Integrity Violation Flow-Chart**

<table>
<thead>
<tr>
<th>Teacher or staff member identifies plagiarism or cheating concern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER</strong> owns follow up if assignment is prep-work or classwork (formative grade)</td>
</tr>
</tbody>
</table>

**If the Teacher/AP finds there was an intentional attempt at plagiarizing:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Behavioral Consequence</th>
<th>Academic Consequence</th>
<th>Academic Recovery Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>Level 3 issued, ISC (debrief with DEAN), caregiver phone call, next-day detention</td>
<td>50% (no credit) on the assignment</td>
<td>9th Grade – 48 hours to make up assignment for up to 100% credit 10th-11th Grade – 48 hours to make up assignment for up to 80% credit 12th Grade – 48 hours to make up assignment for up to 70% credit.</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Level 3 issued + 1 day ISC (caregiver meeting)</td>
<td>50% (no credit) on the assignment</td>
<td>N/A</td>
</tr>
<tr>
<td>Third Offense</td>
<td>Level 3 issued, 1 day OSS (caregiver meeting)</td>
<td>50% (no credit) on the assignment</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**If the AP finds there was not an intentional attempt at plagiarizing, and the student acted out of ignorance:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Behavioral Consequence</th>
<th>Academic Consequence</th>
<th>Academic Recovery Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>Caregiver phone call</td>
<td>50% (no credit) on the assignment</td>
<td>9th Grade – 48 hours to make up assignment for up to 100% credit 10th-11th Grade – 48 hours to make up assignment for up to 80% credit 12th Grade – 48 hours to make up assignment for up to 70% credit.</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Follow “First Offense” from “intentional attempt” structure above</td>
<td>Follow “First Offense” from “intentional attempt” structure above</td>
<td>Follow “First Offense” from “intentional attempt” structure above</td>
</tr>
<tr>
<td>Third Offense</td>
<td>Follow “Second Offense” from “intentional attempt” structure above</td>
<td>Follow “Second Offense” from “intentional attempt” structure above</td>
<td>Follow “Second Offense” from “intentional attempt” structure above</td>
</tr>
</tbody>
</table>
Dean’s List
Students can qualify for the Dean’s Tea Celebration if their quarter GPA is at minimum a 3.5

- Dean’s List with Distinction all students that have a 4.0 or higher GPA
- Dean’s List all students that have a 3.5 - 3.99 GPA

Promotion & Retention
All Collegiate students are required to pass five (5) out of their seven (7) classes in order to be promoted to the next grade level. At the end of the Fall semester, students’ grades and credits are evaluated for promotion eligibility. Students who have failed three (3) or more classes are not on track to being promoted. At the start of the Spring semester, a “promotion-in-doubt” meeting is scheduled with families whose students are in danger of being retained. This meeting is held both to inform the family of the student’s “promotion-in-doubt” status and to help families action plan interventions and commit to supporting their student in achieving promotion eligibility. At the end of the spring semester, once grades have been finalized, any student who has not earned a full credit for three (3) or more classes must be retained in that grade level for the next school year.

Parent/Guardian Communication
Communication to parents/guardians regarding student grades and academic progress may include, but is not limited to:

- Illuminate portal and Dean’s List
- Phone Calls/Texts/Emails
- Conferences
- Mid-quarter progress reports
- Report Cards
- Letters home
- Progress Monitoring Reports*
- IEP Progress Reports*

*for students serviced by Special Education

Teachers will proactively notify parents/guardians whose child is in danger of not passing for a given quarter.

Graduation Requirements
The instructional program at KIPP Nashville Collegiate High School is a rigorous college-preparatory program that will ensure that all students are prepared for success in college and beyond. Each Collegiate graduate will:

- Complete the state required 22-course credits, which includes:
  - 4 credits of math
  - 4 credits of English
  - 3 credits of science
  - 3 credits of history
  - 2 credits of a foreign language
  - 1 credit of lifetime wellness
  - 0.5 credit of physical education
  - 1 credit of fine arts
  - 0.5 credit of personal finance
  - 3 credits of an elective focus
Complete KIPP’s two-year college readiness course sequence, which supports students through the college application process

- Take the ACT exam as a junior
- Complete 40 hours of community service (10 hours per year)

Students must meet these requirements to earn a traditional high school diploma.

**Summer School and Credit Recovery**

At Collegiate, the close of Summer Academy (typically in the beginning of June) marks the end of the school year, and credits earned in Summer Academy apply to the school year. For example, Summer Academy credits earned in June 2020 will apply to the 2019-2020 school year. As such, the school makes final promotion decisions each year by July 1st.

Students who fail a course during the regular school year (August – May) with a final average in the range of 60-69 and who are in good standing regarding both attendance and conduct are eligible to earn one (1) credit during summer academy. During summer academy, students may take only one (1) course for credit recovery. They must attend every single day of the three-week summer academy and, at the conclusion of the three weeks, they must earn a passing grade of at least a 70 and pass any relevant summer academy final exams to earn a credit. The highest possible grade to earn in a Summer Academy class is a 70. A student’s transcript will denote that the student received this grade through credit recovery.

*In some cases, Collegiate will use the online platform Edgenuity to allow students to recover school credits.* Once a student passes a Summer Academy course, the grade for the failed course will no longer bear any weight on the student’s cumulative GPA as it will be replaced by the Summer Academy grade.

**Senior Credit Recovery**

Seniors who fail a course or are dragging a previous credit are required to complete credit recovery through Edgenuity if possible. Those students who fail a course in the second semester of their senior year must attend Senior Credit Recovery, which takes place during senior week each year. If they successfully complete the assignments in SCR and/or Edgenuity, they will be able to graduate on time and participate in the graduation ceremony. **If they do not successfully complete SCR, they will not be able to walk at graduation, must attend Summer Academy, and will receive their diploma at the end of the summer.**

**Athletics & After School Programing**

Collegiate offers numerous after school clubs and sports. In addition, students may stay after school for detention, study hall, volunteering, or tutoring. While staying after school, students must be with an adult at all times and are not permitted to roam the hallway without a pass. When a sport, club, or other activity ends, the coach, advisor, or staff member should escort students to the exit and ensure they leave the building.

Collegiate athletics, led by our Athletic Director, offers girls’ and boys’ soccer, girls’ and boys’ basketball, cheerleading, cross country, and track & field. We also have co-op with Maplewood Football, Softball, and Volleyball.

Collegiate also offers many after school clubs as well such as, Student Council, Math Club, Dance Team, Yearbook Club, Robotics, Girls Who Code, Art, and Performance Choir.
**Athletic Eligibility**

According to TSSAA, the governing body for high school sports in the state of Tennessee, athletic eligibility is determined by:

“To be eligible to participate in athletic contests during any school year, the student must earn five credits the preceding school year if less than 24 credits are required for graduation or six credits the preceding school year if 24 or more credits are required for graduation. All credits must be earned by the first day of the beginning of the school year. Academic eligibility for a student is based on the requirements of the school the student was attending at the conclusion of the previous school year.

Students who are ineligible the first semester may gain eligibility the second semester by passing five subjects (1/2 credit) or three blocks (one credit per block) or the equivalent. 2019-20 TSSAA Handbook Page 14 June 20, 2019 Students on trimesters who are ineligible at the beginning of the school year may gain eligibility by passing five subjects (1/2 credit) or three blocks (one credit per block) or the equivalent the first trimester. Those students will be eligible to participate in athletics when school resumes on or after January 1 of that school year.

If a student is forced to withdraw from school, or is prevented from enrolling in school, due to the student's illness, his/her accident, or his/her disability, the principal may request a ruling in regard to the student's eligibility, provided the student was eligible at the time the illness or accident forced the student to withdraw or prevented the student from enrolling in school. If ruled eligible, such a student shall be charged with a semester of attendance for athletic purposes for the semester of non-attendance or withdrawal.

A student who returns to a member school after attendance at a school of correction or alternative school may be eligible for athletic participation provided the school of correction or alternative school is accredited by the Tennessee State Department of Education and provided the student returns to the school attended before entering the school of correction or alternative school.”

**Review of Instructional Materials**

In accordance with state law, parents/guardians of a student shall be entitled to review all instructional materials, teaching materials (including handouts), textbooks, and teaching aids used in the classroom of their child. As defined for the purposes of this policy, “instructional materials” denote instructional content provided to the student, regardless of format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats. Parents/guardians may also review tests that are developed and graded by their child’s teacher. The above materials shall be made available by the school, upon request, to parents/guardians for review.

**Policy for Granting Parent/Guardian Review of Instructional Materials**

Any parent/guardian who would like to review instructional materials should contact the Assistant Principal, or designee. If a school has more than one Assistant Principal, the parent/guardian should contact the Assistant Principal over that content area (e.g., STEM or ELA) or grade level.

Parents/Guardians may request to review instructional materials via email, phone call, or submitting a written request. The Assistant Principal will respond within five (5) school days regarding the request. The Assistant Principal will schedule a time for the parent/guardian to come in and review any requested curricular materials.
Procedure for Responding to Related Grievances

If a parent/guardian expresses a grievance with how a test or assignment was graded, the parent/guardian should first reach out to the teacher to discuss the concern. If the issue is not resolved, the parent/guardian should follow the formal complaint procedures outlined in this handbook.

If a parent/guardian expresses a grievance for instructional/curricular materials, the parent/guardian should first request a meeting with the teacher and Assistant Principal for the appropriate content and/or grade level. If the issue is not resolved, the parent/guardian should follow the formal complaint procedures outlined in this handbook.
Student Support Services

Special Education Program
All KIPPsters with disabilities are provided services and programs as prescribed by their Individualized Education Plans (IEPs). All services and placement decisions are made by the IEP team based on the individual needs of the KIPPster. If you have a question regarding your KIPPster’s eligibility, please contact the Assistant Principal of Student Support.

Child Find
Under the Individuals with Disabilities Education Act (IDEA), Child Find requires all school districts to identify, locate, and evaluate all children with disabilities from birth through age twenty-one (21), regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. The IDEA requires all states to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not.

Points of Contact
Parent/Guardians are encouraged to speak with any KIPP staff if they have concerns about their child. Parents/Guardians and other relevant stakeholders with questions or concerns about a child’s educational needs should contact one of the following KIPP staff to discuss Child Find, the referral process, and the availability of special education programming at KIPP:

- Principal, Marc Gauthier, mgauthier@kippnashville.org
- Assistant Principal of Student Support, Laura Bantle, lbantle@kippnashville.org
- Regional Director of Student Support, Traci Williams, twilliams@kippnashville.org

Referral Process
A referral for initial evaluation should state why it is thought that the child may have a disability. KIPP is required to make reasonable efforts to obtain parent/guardian consent for the initial evaluation within 30 calendar days of receipt of a referral and must complete an initial evaluation and eligibility determination within 60 calendar days of obtaining parent/guardian consent.

The initial evaluation timeline does not apply if:

- The parent/guardian fails or refuses to respond to a request for consent for the evaluation after reasonable efforts;
- The parent/guardian of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another District prior to the determination of eligibility.

If a parent/guardian or other person would like to make a referral for an initial evaluation to determine if a child is in need of special education and related services, please contact the Assistant Principal of Student Support, Laura Bantle, lbantle@kippnashville.org. All KIPP staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, KIPP staff must document an oral referral in writing within (3) business days of receipt. KIPP provides a referral form to assist parents/guardians and other parties in documenting a referral, but the form does not need to be completed by the person making the referral for KIPP to act on the referral.
KIPP accepts referrals for an initial evaluation from the following persons:

- A student’s parent/guardian;
- The student, provided that educational rights have transferred to the student; and
- An employee of KIPP Nashville who has knowledge of the student.

For children under the age of 6, KIPP also accepts referrals from:

- Pediatricians or other medical professionals, including physicians, hospitals, and other health providers;
- Child development facilities, including day care centers, childcare centers, and early childhood programs;
- District agencies and programs, including IDEA Part C programs;
- Community and civic organizations; and
- Advocacy organizations.

KIPP maintains regular contact with community-based referral sources and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents/guardians or organizations may submit a referral.

Within 30 calendar days of receipt of a referral, KIPP must make reasonable efforts to obtain parent/guardian consent for an initial evaluation. Reasonable efforts include attempting to contact the parent/guardian at least three (3) times on three (3) different dates using at least two (2) modalities. KIPP must begin reasonable efforts within 10 business days of receipt of the referral. KIPP must conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent/guardian reports, health records, or data from other interventions. KIPP will provide the parent/guardian of a child suspected of having a disability with information about the nature of any additionally required assessment. For children under the age of 6, upon obtaining parent/guardian consent for disclosure of referral information, KIPP will provide feedback to the person making the referral regarding the outcome of the referral in a timely manner.

**Screenings**

KIPP implements a comprehensive screening process to determine if a child should be referred for an evaluation, the result of which is provided to the child’s parent/guardian. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent/Guardian consent is not required for KIPP to conduct a uniform, schoolwide screening. A screening conducted by a KIPP teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parent/guardian consent.

KIPP does not use screenings to delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

**Response to Intervention (RTI)**

KIPP Response to Intervention (RTI) efforts will not be used to delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

**Provided Services**

KIPP provides all instructional support, related services, and accommodations as required in each child’s Individualized Education Plan (IEP). KIPP uses a full inclusion model where students spend most of their day in a
least restrictive environment learning alongside their same-aged, same-grade peers. Students’ IEP goals are met through intervention specialists and related service providers pushing into classrooms, pulling students out for one-on-one services, and in small group instruction. KIPP has a counselor/social worker and intervention specialist on staff to provide instructional and behavioral services, and contracts with outside service providers as needed for speech and hearing services and physical and occupational therapy.

**Parent/Guardian Procedural Safeguards and Rights**

Parents'/Guardians’ legal rights during the Child Find process are defined by IDEA and Tennessee law. In the event of a disagreement, parents/guardians may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents/guardians can learn more about their rights under IDEA by either:

- referring to the Part B Procedural Safeguards located at [https://www.tn.gov/content/dam/tn/education/reports/331816_notice_PROC safegaurds.pdf](https://www.tn.gov/content/dam/tn/education/reports/331816_notice_PROC_safegaurds.pdf); or
- by contacting the Assistant Principal of Student Support to obtain a copy of their procedural safeguards.

**IDEA Grievances**

Parents/guardians or students who wish to express a complaint or grievance regarding their child’s special education program or services should follow the same procedures outlined in the section titled “General Grievances and Complaints Procedure”. Such complaints may include, but are not limited to, the formation or implementation of a child’s Individualized Education Plan, provided services, progress towards goals, use of appropriate accommodations and interventions in the general education setting, etc.

Complaints may be submitted to the State Board via the State Board’s general complaints process outlined. IDEA legal or other administrative actions may be filed without filing a complaint or grievance with the State Board or school. Complaints may be directed to the following:

**IDEA Administrative and/or Due Process Complaints:**
Tennessee Department of Education  
Office of General Counsel  
9th Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243  
Telephone: (615) 741-2921  
Website: [https://www.tn.gov/education/legal-services/special-education-legal-services.html](https://www.tn.gov/education/legal-services/special-education-legal-services.html)

**S-Team (Student Support Team) Process**

There are times when students exhibit repeated patterns of behaviors that interfere with the learning for themselves or other students. If a parent/guardian or other person would like to make a referral for an S-Team (Student Support Team) meeting to discuss their concerns, please contact the Assistant Principal of Student Support, Laura Bantle, [lbantle@kippnashville.org](mailto:lbantle@kippnashville.org). All KIPP staff must accept an oral or written referral for an S-Team Meeting. Upon receiving an oral referral, KIPP staff must document an oral referral in writing within (3) business days of receipt.

The S-Team consists of the S-Team Coordinator, Principal or designee, teachers, social workers/counselors, and parents/guardians and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that
ultimately lead to student success. When student behavior requires intervention, the student support team develops and documents a plan to address the behavior.

If the interventions are successful, the S-Team will document and may continue to monitor as needed.

If the behaviors continue after interventions and a disability is suspected, the appropriate assessment specialist is invited to a meeting by the S-Team. If a disability is suspected at any point in this process, the school and parent/guardian should convene a meeting within 10 days to obtain written parent/guardian consent to an evaluation for special education services or a 504.

**English Language Learners**
KIPPsters who are classified as ELL based on their submitted home language during enrollment will be administered a criterion referenced English Language Proficiency test designed to measure English learners’ social and academic proficiency in English. This test, known as the W-APT (WIDA ACCESS Placement Test) for kindergarten students and the WIDA Screener for 1st–12th students, assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains: reading, writing, listening, and speaking. These KIPPsters must be screened within 30-days of enrollment.

Based on a KIPPster’s score on the ACCESS evaluation, he or she may be identified as ELL and are eligible for additional learning supports. They will be entered into the English to Speakers of Other Languages (ESOL) program, a standards-based curriculum emphasizing academic and social development in the English language. ESOL coursework is based on English Language Development (ELD) standards. Classroom teachers integrate these standards with the Tennessee Performance standards to enable ELL KIPPsters to demonstrate their academic, social, and cultural proficiency.

ELL students will be assessed annually in February–April on their English Language Proficiency. They will be administered a criterion referenced English Language Proficiency test designed to measure English learners’ social and academic proficiency in English. This test, known as the Accessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs), assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains: reading, writing, listening, and speaking. If there are any clarifying questions or concerns around EL services, please contact the Assistant Principal of Student Support, Laura Bantle, lbantle@kippnashville.org.

**504 Plans**
The Assistant Principal of Student Support and School Counselor will oversee the implementation of all 504 plans. General education teachers will be primarily responsible for executing all modifications and accommodations included in KIPPster’s 504 plan. These plans follow state regulations for requests, evaluations, and implementation. If there are any clarifying questions or concerns, please contact the Assistant Principal of Student Support, Laura Bantle, lbantle@kippnashville.org or School Counselor, Marie Papini, mpapini@kippnashville.org.

**Homebound Services**
There may be cases when a KIPPster requires hospital or homebound (HHB) services as designated by an Educational Service Plan (ESP). This plan may include accommodations and modifications from a Section 504
plan, or Individualized Education Program (IEP), as applicable. During the time a KIPPster needs HHB services, academic instruction and other services will be provided to KIPPsters in an alternate location when their specific need would prevent normal school attendance, as identified by a licensed physician or psychiatrist who is treating the KIPPster.

**Counseling**

**Individual Counseling**

Individual counseling is where a student meets one-on-one with the KIPP counselor/social worker or counseling intern for counseling on specific or more general issues that are impeding their learning. Students in individual counseling are pulled out on a weekly or bi-weekly basis as needed. Professional school counselors can see all students without parent/guardian consent, though parents/guardians do have the option to opt out of services. Social Workers and Licensed Professional Counselors must have consent for students identified as needing counseling services.

**Group Counseling**

Students who may need extra support, but do not necessarily need the level of individual counseling can become involved in group counseling. Group counseling usually involves between three and seven students who are all struggling with similar issues (examples include anger management, grief, test preparation, resiliency, etc). Students meet with the counselor/social worker in a group setting in regular intervals. Counselors/social workers can see all students in groups without parent/guardian consent, though parents/guardians do have the option to opt out of services.
Student Culture & Conduct

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

Student Behavior System

The KIPP Collegiate discipline system is designed to focus students on our mission by ensuring that class and school environments are safe and orderly. This system includes the following tiered consequences which reinforce our values and support the KIPP Nashville mission:

- Demerits
- Detentions
- Suspensions
- Expulsion

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, dismissal, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds;
- during a school-sponsored activity;
- on the school bus or bus stop; or
- during events sufficiently linked to school.
Merit System

The following section contains a description of Collegiate’s Merit System. Detailed in this section are an overview of our Merit System as well as types of merits and demerits, their assigned point values, and resulting consequences.

Merit Report and Merit Report Cycle Description

<table>
<thead>
<tr>
<th>What is the Merit Report</th>
<th>When does the Merit Report run?</th>
<th>How to access the Merit Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each week, students receive a document containing information and feedback for that week’s behaviors. “Merits” are positive reinforcement points students earn for exemplifying Collegiate values. “Demerits” serve as constructive feedback when students are not meeting expectations, some of which result in further consequences.</td>
<td>The Merit Report cycle runs from Thursday morning to Wednesday afternoon. The daily cycle for the merit system runs from 7:00am-4:30pm. Merit Reports are sent home with students weekly on Thursday afternoons.</td>
<td>Students are issued a Merit Report each week, which is sent home with students on Thursday afternoons. Additionally, caregivers can access live updates of the Merit Report using a Dean’s List login password.</td>
</tr>
</tbody>
</table>

Overview of Merits and Demerits

<table>
<thead>
<tr>
<th>Type</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Merit (+5 Merit Points)</td>
<td>A major merit is worth +5 because it is well beyond typical expectations. These are for truly “above and beyond” moments.</td>
</tr>
<tr>
<td>Merit (+2 Merit Points)</td>
<td>A merit is worth +2 because it should improve a student’s standing in our community.</td>
</tr>
<tr>
<td>Basic Habits Feedback (-0 Points but still recorded for follow-up)</td>
<td>Basic habits feedback is designed to hold high expectations for student habits without issuing a consequence. This feedback is tracked to allow Collegiate staff members to intervene with students who struggle with a habit.</td>
</tr>
<tr>
<td>Minor Demerit / Level 1 (-2 Merit Points)</td>
<td>A minor demerit is for smaller misbehaviors that require a minor consequence.</td>
</tr>
</tbody>
</table>
Major Demerit / Level 2 (-5 Merit Points)

A major demerit is more serious as it is either a subtle form of disrespect or a behavior that more significantly disrupts the positive culture of the school. These accumulate toward the earning of detention.

Referable Behavior / Level 3 (-10 Merit Points, removal from class)

When a student chooses to engage in a “removal from class” behavior, they are creating a potentially unsafe environment or an environment that is egregiously disruptive to the learning of his or her peers. Students removed from the room are required to debrief with the dean and teacher (if available). These accumulate toward the earning of detention.

**Merit Descriptions (±2) and Major Merit (±5) Descriptions**

<table>
<thead>
<tr>
<th>Merit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence</td>
<td>Setting a high bar for oneself. Achieving at a high level. Actively working to present a high quality product.</td>
</tr>
<tr>
<td>Growth</td>
<td>Demonstrating growth or progress, or demonstrating a clear attempt to do so.</td>
</tr>
<tr>
<td>Heart</td>
<td>Taking responsibility for the well-being of others.</td>
</tr>
<tr>
<td>Resilience</td>
<td>Acting in a positive or solutions-oriented manner in the face of challenges.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Meeting obligations, deadlines, or commitments (particularly when there was an opportunity not to do so).</td>
</tr>
<tr>
<td>No Fear, No Embarrassment</td>
<td>Taking academic risks, particularly publicly. Standing up for what is right in a difficult circumstance.</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Expressing a strong desire to know or learn something new.</td>
</tr>
<tr>
<td>Zest</td>
<td>Expressing zest; displaying infectious levels of enthusiasm for a task, assignment, or content.</td>
</tr>
</tbody>
</table>

**List of L0 Habits Feedback (-0 Points)**

<table>
<thead>
<tr>
<th>Habits Feedback</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Low or inaudible volume: a student does not speak an answer at an appropriate volume in class, discussion, or seminar.</td>
</tr>
<tr>
<td>Posture</td>
<td>Poor posture: not sitting up in one’s seat; excessive slouching; head down while reading/writing; head down on arm on desk.</td>
</tr>
<tr>
<td>List of L1 Minor Demerits (-2 points)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>L1 Demerit</strong></td>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| Minor Uniform | Any uniform infraction that can be fixed in the moment.  
- Examples: Untucked shirt, incorrect sweater, pants sag, belt off, etc. |
| Inappropriate Item | Inappropriate during class: beauty products, food, beverages that are not water, hair products  
Inappropriate during the entire school day: gum, backpacks, or purses. |
| No Pass | Not being able to produce a hall pass when outside of the classroom; student is in a permissible location but does not have a pass.  
- Examples: hallways, restroom, in the hallways after school |
| Unprepared | Not having any required materials for class.  
- Examples: text for humanities class, calculator for STEM class, no writing utensil |
| *Sleeping/Attempting to Sleep | Sleeping in class or drifting off to sleep.  
- If this happens multiple times in a class period, it triggers an ignoring/refusing Level 2. |
| *Not Following Directions | Not following an explicit direction from a staff member the first time they are given.  
- Examples: After issuing directions to complete an evidence-based-paragraph, a student is drawing or doodling instead; student begins to play with lab supplies after the teacher issues clear directions to begin the lab. |
| *Not Following Procedure | Not following a class or school procedure.  
- Examples: talking during silent class entry; talking during an emergency drill; yelling or running during any hallway transition; attempting to leave the lunchroom without a pass |
| *Inappropriate Contact | Physical contact with another person in any form other than a handshake, fist-bump, or hug within the “3-second rule.”  
- Examples: hugging, hand-holding, playful bumping |
### Disruptive
Minor disruptions during class.
- Examples: side conversations, talking during silent, independent work, calling out of turn, getting out of seat without permission, distracting others, passing notes in class,

### Inappropriate Reaction
Responding to a correction with anything other than acceptance or self-frustration.
- Examples: “Oh my god,” “I didn’t even do anything!” “This is crazy,” loud sigh or audible noise signifying displeasure

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**List of L2 Major Demerits (-5 points; counts toward detention threshold)**

<table>
<thead>
<tr>
<th>Major Demerits (L2)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Uniform</strong></td>
<td>Any uniform violation that cannot be fixed in the moment, including if a student needs to go to his/her locker to change something.</td>
</tr>
<tr>
<td></td>
<td>- Examples: Out of dress code shoes, no belt</td>
</tr>
<tr>
<td><strong>Late (5 minutes or less)</strong></td>
<td>Arriving to class after the bell but within 5 minutes of the beginning of class</td>
</tr>
<tr>
<td><strong>Phone / Electronics</strong></td>
<td>Having a phone or electronic device out at any point between entry to school and 3:28 p.m. or 4:30 p.m. if in detention</td>
</tr>
<tr>
<td><strong>Profanity</strong></td>
<td>Any curse that is said without malicious intent or said in a manner that is not intended to insult or harm another person</td>
</tr>
<tr>
<td><strong>Unauthorized Location</strong></td>
<td>Student is in an unauthorized location without a teacher or staff member</td>
</tr>
<tr>
<td></td>
<td>- Examples: teacher work room, middle school hallways and areas, main office without permission or reason, ISC without permission or reason.</td>
</tr>
<tr>
<td><strong>Disrespect</strong></td>
<td><strong>Expressed negative attitude</strong> about an individual that is usually directed at that individual or other entity. Examples can include name-calling, cursing at an individual, unprofessional and rude communication to a peer, etc.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Note:</strong> This differs from inappropriate reaction in that it is more targeted and intentional.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Note:</strong> This differs from Major Disrespect in that it’s impact is less egregious, public, etc., and therefore may not warrant a removal from class.</td>
</tr>
<tr>
<td><strong>Disrespect to Property</strong></td>
<td>Any alterations to school property that are not permanent and can be fixed in the moment (ex: drawing on school desk)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Ignoring/Refusing</strong></td>
<td>Any student who is asked to comply with an adult’s clear direction or request more than once</td>
</tr>
<tr>
<td><strong>Major Material</strong></td>
<td>Not having a material for class on major assignment day (test, seminar, lab day, etc.); not having gym clothes for PE class</td>
</tr>
</tbody>
</table>

**List of Referable Behaviors (-10 points; class send-out in some cases; counts toward detention threshold)**

<table>
<thead>
<tr>
<th>Referable Demerits (L3)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Altercation / Threatening</td>
<td>Verbal argument between students; attempting to incite a fight, harm another person’s well-being; issuing a directive that implies a negative consequence if not followed (“She better shut up…”)</td>
</tr>
<tr>
<td>Destruction of Property</td>
<td>Anything that requires money or time to fix/replace.</td>
</tr>
<tr>
<td></td>
<td>- Example: cleaning permanent marker off the walls</td>
</tr>
<tr>
<td>Missing Class</td>
<td>Skipping class or arriving to class more than 5 minutes late without a pass or being out of class for more than 8 min. during class time</td>
</tr>
<tr>
<td>Major Disrespect</td>
<td>Speaking negatively to another student or staff member with intent to insult, purposefully disregard, or undermine integrity. The behavior is egregious in language, continued despite re-direction, public in impact, or threatening in any way to warrant a student’s removal from the classroom environment.</td>
</tr>
<tr>
<td></td>
<td>- Example: laughing at another student, raising voice at a staff member, arguing with directive, using profanity to belittle or otherwise communicate frustration, using hate language that undermines dignity one’s identity, etc.</td>
</tr>
<tr>
<td>Insubordination</td>
<td>A constant or continuing intentional refusal to obey a staff member’s request; a more severe form of ignoring/refusing. Intentional disruption of class or group time.</td>
</tr>
<tr>
<td></td>
<td>3-4 level one demerits in a single class or 2 level two demerits in a single class (previously Repeated L1s &amp; L2s).</td>
</tr>
<tr>
<td>Unsafe Contact</td>
<td>Play-fighting that includes attempted punching, slapping, pushing, hitting, or putting another student in a “playful headlock.”</td>
</tr>
<tr>
<td>Integrity Violation**</td>
<td>Lying; Cheating on HW, tests, essays; Plagiarism.</td>
</tr>
</tbody>
</table>
Bullying / Harassment

Any communication (verbal or non-verbal) that is expressed with intent to undermine, disrespect, or compromise the well-being, safety, or integrity of another individual within the school community or the school community itself. This can include argumentative responses to feedback, name-calling, walking away from conversation, mimicking others, etc. This may appear in, but is not limited to, the following forms:

**Verbal and Written:** Saying or writing mean comments about another person: teasing, name-calling, inappropriate sexual, racial or religious comments, taunting, threatening to cause harm.

**Social Bullying:** Leaving someone out on purpose, telling others not to be friends with a particular student, spreading rumors, embarrassing someone in public.

**Cyber Bullying:** Any of the aforementioned definitions of bullying and harassment found to be perpetrated on the internet or through a social media platform.

*Note: Egregious or continued forms of this behavior may trigger a suspension or further consequence.*

<table>
<thead>
<tr>
<th>Other</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepwork</td>
<td>- Incomplete/Unacceptable Prepwork (-0)</td>
</tr>
<tr>
<td></td>
<td>- Missing Prepwork (-0)</td>
</tr>
<tr>
<td>Suspension</td>
<td>Student will earn -20 for each suspension day.</td>
</tr>
</tbody>
</table>

**Classroom Sendouts**

At Collegiate, we prioritize the safety of our students as well as their ability to focus and learn within the classroom environment. We seek to do this through the foundation of a strong culture, including but not limited to rigorous instruction, engaging learning environments, and positive relationships. We believe in the sanctity of the learning environment for all students, and will also utilize interventions often to redirect behaviors in the moment.

If students present behaviors that threaten the safety of our school environment or persistently prevent the ability of their peers to learn, that student may be removed from the classroom environment. When this occurs, the student is escorted to, or self-reports, to the Independent Study Center. During this time, we seek to achieve the following goals:

1. Provide a space for the student to regulate their emotions with the support of an adult
2. Assist the student in a reflective process that includes identifying and naming the impact of the behavior, advocating for needed supports, and establishing a goal aligned to the infraction
3. Restore harm done through restorative conversations or other restorative practices
4. Providing any additional support as it is identified

We seek to provide a pathway back to the learning environment for students who are sent to ISC upon the completion of these goals. Students may rarely remain in ISC as an assigned consequence to egregious behaviors or as a formalized consequence to repetitive infractions.

Restorative Conversations
At Collegiate, we believe that consequences must be paired with meaningful conversations between members of our school community. Any violation of the positive, productive, and safe culture we seek to establish warrants a restorative conversation between all stakeholders. These conversations are intended to restore relationships, repair harm done, and teach replacement habits/responses. These conversations are particularly utilized when higher level consequences are assigned (L2s, L3s, suspensions, etc.), or when a member of our school community feels that their safety has been otherwise compromised. At times, we may mandate a parent/caregiver attend the restorative conversation if circumstances surrounding the incident would benefit from this involvement.

These conversations are hosted/mediated by various members of our school community, including but not limited to our Deans’ Team, school administrators, staff, peer mentors, and/or outside agencies (The Conflict Resolutions Center).

Detention
Earning Detention
- All L2 (major demerits) and L3 (send-out) demerits count toward reaching a detention threshold. Students earn a detention every three L2s and/or L3s earned over the course of a quarter.
  - Note that a level 3 counts toward the detention threshold and results in a send-out, as the behaviors the student has exhibited significantly impacted school-culture in a way that warranted their removal from the classroom environment. Students should also use the time in detention the following day to make up any work that they missed from being out of class the previous day.
  - A student’s total resets to zero at the beginning of each quarter.
- Data for earning detention is pulled weekly. Students will receive a letter on Thursdays [KS1] along with their merit report to indicate whether they have reached a detention threshold and for which day(s) they have earned a detention.
  - If a student reaches multiple thresholds in one week, they will receive multiple days of detention

<table>
<thead>
<tr>
<th>Number of L2s and L3s</th>
<th>Consequence (next week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1 detention day</td>
</tr>
<tr>
<td>6</td>
<td>1 detention day</td>
</tr>
<tr>
<td>9</td>
<td>1 detention day</td>
</tr>
<tr>
<td>12</td>
<td>1 detention day</td>
</tr>
<tr>
<td>15</td>
<td>1 detention day</td>
</tr>
</tbody>
</table>
Detention Communication

- Students will receive a detention letter with their Dean’s List reports indicating whether a student has detention the following week, which day(s) the student has been assigned detention, and at what threshold a student is. It is the student’s responsibility to show this letter to their caregiver (Note: Options to reschedule detention will be included in this letter).
- Daily callout for behavior detention will occur between 5-5:30pm every day by the dean in charge of detention.
  - Call will be pre-recorded by dean in English and Spanish
- If the callout service is not functioning correctly, the dean will call each caregiver and let them know.
  - If the phone call is not made by the callout service, caregivers will have the option of rescheduling for the following day if they did not arrange transportation. Deans will coordinate any rescheduling.
- Detention lists are posted each week in designated locations around the school. Students are also notified through a daily announcement PowerPoint.

Detention Logistics

- Detention is held on Tuesdays, Wednesdays, and Thursdays from 3:40-4:30p in the cafeteria.
  - This includes “non-standard days” like during IA week (during these days, detention will last from 10 minutes after dismissal until 1 hour after dismissal).
- Detention Attendance and accountability
  - **Absent/Early Dismissal**: Students who are absent from school or dismissed early will be added to the next day’s detention list
  - **Passes**: Students have 1 pass per quarter to use as needed. Students elect to use this pass by informing the dean. However, if a student does not attend detention and has a pass to use, their pass will automatically be used. Dean will text caregiver indicating that their pass was used by 5:30 on the date the pass was used.
  - **Excused detentions**: Detentions may be excused by staff member/administrator if the demerit was issued in error. Students may not be excused from detention for extracurricular activities, tutoring, or study hall.

Skipping Detention

- Students who skip detention will have an ISC consequence the following day. These consequences increase in severity as the number of skipped detentions increases:
  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1st skip</th>
<th>1 hour ISC</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>% day ISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>% day ISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>1 day ISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>1 day ISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30+</td>
<td>1 day OSS for every 5 L2s/L3s earned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Students who skip a detention 4 or more times within a quarter will receive an automatic OSS the following day

**Rescheduling Detention**
- Students may reschedule detentions only once each quarter
- If a student needs to reschedule a detention, s/he must do so before 10:00am on the date of the detention. The student must bring in a signed note from a caregiver, or a staff member must receive verbal confirmation from a caregiver for any rescheduled detentions.
- For detentions that are rescheduled, the dean will send a confirmation text message to the caregiver with the rescheduled date of the detention

**Appealing Detention – Behavior**
- Students should check the detention list during arrival
- If a student believes the detention is an error, they should check LiveSchool to determine the cause of the detention
- If the student still believes it is an error, they should complete a “Detention Appeal Form” located outside of ISC and submit by 10:00am.
- Dean will review all “Detention Appeal” forms and communicate with the student the status of their appeal (approved or denied). If approved, the dean will communicate to the caregiver that the student’s detention has been removed.

**Suspension Policy**
If a student commits one of the infractions listed below, the student shall receive an out-of-school suspension. Before the student is returned to class, the student, parent/guardian, and the Dean of Students will meet in order to address the student’s behavior and plan for improvement. Infractions include the following:

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gross disrespect of a fellow student</td>
<td>1-2 days</td>
</tr>
<tr>
<td>• Gross disrespect of faculty or staff</td>
<td></td>
</tr>
<tr>
<td>• Gross disrespect of school property</td>
<td></td>
</tr>
<tr>
<td>• Departing, without permission, from class, floor, building, or school-sponsored activity</td>
<td>1-3 days</td>
</tr>
<tr>
<td>• Setting off false alarms or calling in groundless threats</td>
<td></td>
</tr>
<tr>
<td>• Continued disruption of class</td>
<td>2-4 days</td>
</tr>
<tr>
<td>• Damaging, destroying, or stealing personal or school property or attempting to do so</td>
<td></td>
</tr>
<tr>
<td>• Using abusive, vulgar, or profane language or treatment</td>
<td></td>
</tr>
<tr>
<td>• Making verbal or physical threats, empty or otherwise</td>
<td></td>
</tr>
<tr>
<td>• Fighting, pushing, shoving, or unwanted physical contact</td>
<td>2 or more days</td>
</tr>
<tr>
<td>• Committing sexual, racial, or any form of harassment or intimidation</td>
<td></td>
</tr>
</tbody>
</table>
Suspension Meeting Expectations
Suspensions allow students an opportunity to reflect on their behavior and create a plan for how they will improve over the next few weeks and throughout the year. A suspension meeting will be held prior to their return to school and the school expects the student and parent to attend.

Upon suspension, the following steps will take place prior to the suspension meeting:
- Associate Dean of Students contacts parent to inform them of suspension & schedule suspension meeting
- Associate Dean of Students highlights student infractions based on incident/offense.
- Associate Dean of Students places suspension letter in an envelope home along with expectations for student reflection letter
- Student must bring the completed reflection letter to the suspension meeting and be prepared to share.

During the suspension meeting, the following steps will take place:
- Student will read the reflections letter
- Student will review infractions and address their impact on their behavior
- Other stakeholders (caregivers, staff members) will provide additional context and/or takeaways from the incident
- Associate Dean of Students will facilitate the conversation around the student behavior and plan for improvement. This may include the assigning of interventions to support this plan.
- All meeting participants will sign the suspension meeting letter, detailing student commitments, goals, and any determined interventions/supports.

Expulsion Policy
Expulsion is any removal from KIPP Nashville schools for more than 10 days. Students may be expelled for demonstrating any of the expellable behaviors listed in the chart below.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment of School Staff</td>
<td>Repeated incidents of intentional verbal, electronic, sexual, or physical harassment or intimidation directed at teachers, administrators or school staff. Documentation of incidents must be included in referral.</td>
</tr>
<tr>
<td>Assault of a Student</td>
<td>Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (T.C.A. 49-6-3401).</td>
</tr>
<tr>
<td>Under the Influence of Illegal Drugs</td>
<td>Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code. Qualifies for First Time Drug Offender Program.</td>
</tr>
<tr>
<td>Threats: Class 2</td>
<td>A credible threat to cause harm to students, staff or school. The threat must be verbal or written and include a detailed plan. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of the school and/or school community.</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Bullying</td>
<td>Any intentional act that is severe, persistent or pervasive and substantially interferes with a student’s educational benefits, opportunities or performance, and has the effect of: 1. Physically harming a student or damaging a student’s property 2. Knowingly placing a student(s) in reasonable fear of physical harm or damage to the student’s property 3. Causing emotional distress to a student(s) 4. Creating a hostile educational environment. Bullying incidents must be reviewed for civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>Using technology, including, but not limited to email, cell phones, voicemails, texts, photos, video messages, instant messaging, defamatory websites, social networking sites, online personal polling sites or journals to bully another student. See the definition of bullying above.</td>
</tr>
<tr>
<td>Harassment</td>
<td>Harassment is misconduct that: 1. May be perceived or described as bullying, hazing, or cyberbullying, discrimination or intimidation 2. Is based on a student’s real or perceived race, color, religion, national origin, disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and 3. Creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent to interfere or limit a student’s ability to participate in school services, activities, or opportunities. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.</td>
</tr>
<tr>
<td>Assault of a Teacher or Staff</td>
<td>Any act, intentional or unintentional, that causes or has the potential to cause physical injury to a teacher or school staff. An assault is more than incidental contact. Pushing or bumping a bus driver while the bus is operating constitutes assault of staff.</td>
</tr>
</tbody>
</table>
| Extreme Disruption of the School Environment or Bus | Intentionally disrupting the school environment or bus to the extent that the safety of other students is at risk. The discipline referral must include evidence of actual disruption and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access
and alter student records or electronically tampering with MNPS records or databases in a manner that impairs normal school functioning constitutes extreme disruption

<table>
<thead>
<tr>
<th>Group Fighting</th>
<th>Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one-on-one fights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gang Intimidation</td>
<td>A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person. Evidence must be provided in the referral showing that a student is gang-involved and intimidation is gang-related</td>
</tr>
<tr>
<td>Off Campus Behavior: – For a felony charge under T.C.A. 49-6-3051(b) OR – An act committed against a member of the student’s school community that poses a threat to the safety of the school</td>
<td>Students may be subject to disciplinary action for off-campus behavior when: 1. The student’s behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff. 2. When a student commits an act against a member of the student’s school community that poses a threat to the safety of other students or school staff in the student’s school as determined by the results of a threat assessment. The referral must include a specific description of the safety threat posed to students or staff.</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>Unwanted sexual contact with the use of force against a person’s will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim.</td>
</tr>
<tr>
<td>Robbery</td>
<td>Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.</td>
</tr>
<tr>
<td>Reckless Endangerment</td>
<td>A reckless action in which the behavior causes serious injury or may potentially cause serious injury. The potential harm must be foreseeable by a reasonable person.</td>
</tr>
<tr>
<td>Repeated Fighting</td>
<td>A student who participates in three (3) or more fights during the current year</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Willfully destroying or defacing school or personal property. The damage caused is over $1,000. A child’s willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.</td>
</tr>
<tr>
<td>Theft Over $1,000</td>
<td>Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over $1,000. A child’s willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.</td>
</tr>
<tr>
<td>Refusing or Fleeing Drug or Weapon Search</td>
<td>A student who refuses to submit to a drug or weapon search when requested is in violation of this code. Reasonable suspicion of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Program.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sexual Intercourse</td>
<td>Engaging in any form of consensual sexual intercourse (including oral sex) on school grounds, on the bus, or at school activities or events. A mandatory expulsion of 60 school days will be issued for a first offense. For a second offense, a student may be expelled for up to a calendar year.</td>
</tr>
<tr>
<td>Rape</td>
<td>Committing oral, anal or vaginal penetration with use of force, against a person’s will or when the victim is unable to give consent.</td>
</tr>
<tr>
<td>Attempted Homicide</td>
<td>Attempting to kill another person</td>
</tr>
<tr>
<td>Homicide</td>
<td>Killing another person</td>
</tr>
<tr>
<td>Threats by Electronic Transmission (ZT)</td>
<td>A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention</td>
</tr>
<tr>
<td>Drugs (ZT)</td>
<td>Unlawful possession, use or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit.</td>
</tr>
<tr>
<td>Aggravated Assault (ZT)</td>
<td>Intentionally or knowingly 1) Causing serious bodily injury or 2) committing an assault with a deadly weapon of a teacher, school staff, or SRO. “Serious bodily injury” is injury that requires more than basic first aid. A “deadly weapon” is a weapon, such as a firearm or knife, that is designed to inflict serious bodily injury.</td>
</tr>
<tr>
<td>Explosives (ZT)</td>
<td>Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.</td>
</tr>
<tr>
<td>Firearm (ZT)</td>
<td>Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.</td>
</tr>
</tbody>
</table>

KIPP Nashville upholds expulsion decisions of all MNPS schools.
**Additional Behaviors Leading to Expulsion**

The Principal has the authority to expel a student to preserve the sanctity of the learning environment and protect the student body from behavior that is so repeatedly disruptive as to prevent the orderly operation of the school. Therefore, an excessive number of out of school suspensions for behavior disruptive to the function of the school day will trigger an expulsion. In addition, the Principal has the authority to expel a student should they engage in egregious disrespect that seriously impairs the ability of the school to function.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in expulsion.

**Expulsion Process**

When a student has committed an action that warrants an expulsion, the school Principal will begin an investigation. The Principal will contact their manager to provide context for the investigation. Students will be placed on suspension during the investigation process of expellable offenses and be afforded due process (the opportunity to give his/her written account of what happened). The investigation process may last now more than two (2) days. After the investigation, a KIPP Nashville Principal will contact his/her manager to share the findings of the investigation. If the Principal decides to expel a student, with the approval of his/her manager, the student’s parent/guardian shall be given a Notice of Expulsion letter including written notice of the charges and the right to either:

1. Accept the expulsion from KIPP Nashville; or
2. Request an Expulsion Appeal Hearing in front of KIPP Nashville’s Disciplinary Hearing Authority (“DHA”).

**Requesting and Scheduling an Expulsion Appeal Hearing**

If a student is expelled from a KIPP Nashville school, the student’s parent/guardian has the right to request an expulsion appeal hearing. The request for a hearing must be in writing and occur within five (5) days of the receipt of the Notice of Expulsion letter by the Principal to expel the student.

KIPP Nashville will hold the expulsion appeal hearing within ten (10) school days from the beginning of the suspension proceeding the notice of expulsion in which the investigation was conducted. In addition, the Principal will provide the student’s parent/guardian with a written Hearing Notice including the following, which will be translated into the student’s and/or parent’s/guardian’s primary language as necessary:

- Date, time and place of the hearing;
- Charges and a summary of the evidence against the student, which will include the substance of the allegations; and
- Agenda for the hearing.

**Proceedings of the Expulsion Appeal Hearing**

Notice that the student has the following rights at the hearing:

- The student may be represented by a parent/guardian, a legal representative, or other representative at the student’s expense. If the student and/or parent/guardian wish to bring legal representation to the meeting they must notify the Principal, in writing, at least 48 hours prior to the meeting.
Due to the potential sensitivity of issues addressed, the expulsion hearing is a closed hearing; only the student, the student’s family/representatives, the school administration, witnesses, legal counsel, and the DHA may attend; provided, however, that the student may request an open, public meeting by informing the school of the request in writing, within five (5) days after receipt of the Notice of Expulsion.

The student’s parent/guardian, upon request, may review the student’s records from the school in accordance with applicable law.

The student has the right to present witnesses and arguments in the student’s defense and to ask questions of school administrators who present information at the hearing, within the process and time constraints set forth in the agenda.

The school may present information collected from student witnesses through school administrators, in lieu of calling the student witnesses themselves, to the extent permitted by applicable law and due process. The school will be represented by the Principal or Assistant Principal.

The DHA will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Proceedings will be translated into the student’s and/or parent’s/guardian’s primary language if necessary for their understanding.

**Deliberation and Decisions**
The decision maker at the hearing will be the DHA, which will consist of an odd number of and no fewer than three (3) persons chosen from among the following: KIPP Nashville’s Executive Director, the Principals of any KIPP Nashville school, and the Assistant Principals or Deans of any KIPP Nashville school; provided, however that the Principal, Assistant Principal or Dean of the school that the student attended at the time of the incident will not be a member of the DHA for that student’s expulsion appeal hearing. At the conclusion of the hearing, the DHA will deliberate and issue a decision. The following procedures apply to the deliberation and decision:

- During deliberations, all parties will be excused excluding the DHA.
- In its fact-finding, the DHA will decide based upon the information presented at the hearing whether it is “more likely than not” that certain alleged incidents occurred.
- The vote of a majority of the members of the DHA will constitute the decision of the DHA.
- The DHA may order removal of the expulsion, may suspend the student for a specified period of time, or may uphold the expulsion.
- During its deliberations, the DHA may consult the Principal who recommended expulsion solely for discussing appropriate sanctions that are less severe than expulsion, provided, however, that:
  - the student’s representative may be present while the DHA is consulting lesser sanctions with the Principal, and;
  - in no event will the Principal during these discussions provide new evidence for expulsion that was not presented at the expulsion hearing.
The DHA’s decision will be issued in writing to the student within three (3) business days of the hearing. The written decision will be translated into the student's and/or parent's/guardian's primary language if necessary for their understanding.

In addition to the above stated policies, any breaches of federal, state, or local laws may be handled in cooperation with the local police department.

**Zero Tolerance**
In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:

**Weapons and Dangerous Instruments**
Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school buses, on school property, or while on school sponsored outings. Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Violators of this section shall be subject to suspension and/or expulsion from school.

**Firearms**
In accordance with state law, any student who brings to school or is in unauthorized possession of a firearm on school property shall be expelled for a period of not less than one (1) calendar year.

**Explosives**
In accordance with state law, any student who possesses any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, fireworks altered to constitute an explosive, mines and similar devices, shall be expelled for a period of not less than one (1) calendar year.

**Drugs**
In accordance with state law, any student who unlawfully possesses, uses or distributes drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug) shall be expelled for a period of not less than one (1) calendar year. Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit.

Although possession of drugs is a zero tolerance offense, first time offenders are eligible for a modification of expulsion as they can enter the MNPS First Time Drug Offenders Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the First Time Drug Offenders Program. A referral to the school social worker will be made for any student participating in this program.

**Aggravated Assault**
In accordance with state law, any student who commits aggravated assault or commits assault that results in bodily injury upon any teacher, Principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year.

**Electronic Threats**
In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of
such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled, but it is not required that the expulsion last the entire year.

**Notification**

When it is determined that a student has violated this policy, the Principal of the school shall notify the student’s parent/guardian and the criminal justice or juvenile delinquency system as required by law.

**Modifications**

The KIPP Nashville Executive Director shall have the ability to modify zero-tolerance disciplinary actions on a case-by-case basis in accordance with state law and district policy.

**Drug Testing**

The possession and/or use of illegal drugs, and the misuse of prescription drugs is prohibited. The distribution, abuse, or misuse of over the counter medications or other chemicals or substances is likewise prohibited. Students will be notified in writing at the beginning of each school year or at the time of enrollment that they may be subject to testing for drugs and alcohol during the school year. A parent/guardian of a student shall be notified before any drug test is administered to a student. KIPP Nashville will pay costs of any testing required pursuant to this policy.

**Reasonable Suspicion Drug Testing**

Principals are authorized to order drug tests for individual students when there is a reasonable cause to believe that:

1. A KIPP Nashville policy on alcohol and drug use has been violated;
2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
5. Through observation or other reasonable information reported by a teacher, staff member or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

Prior to performing a drug test on a student based on reasonable suspicion, the following conditions must be met:

1. A particular student has violated school policy;
2. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
5. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be designated by the Principal.
Upon receiving reasonable information, the Principal or designee shall take the following steps:

1. Call the student into the Principal’s office or another private place;
2. Summon an appropriate qualified witness;
3. Discuss with the student the basis for the determination that a test is necessary;
4. Inform the student of the procedures which shall be followed in administering the test;
5. Notify the parent/guardian of the student of the impending test; and
6. Give the student an opportunity to decline the test and inform the student that if the test is not taken the penalty shall be suspension from school and a hearing before the disciplinary hearing authority.

**Random Drug Testing of Students Participating in Extracurricular Activities**

Students involved in any voluntary extracurricular activities may be subject to random drug tests. Parents/Guardians and students will be informed of this policy prior to participation and shall sign a consent to the drug testing and a release of information as a condition of participation.

Extracurricular activity is defined as voluntary participation in activities not falling within the scope of regular curriculum and carrying no academic credit. This includes participating in athletic programs, cheerleading, band, clubs, student leadership positions, etc.

Prior to performing a random drug test on a student participating in extracurricular activities, the following conditions must be met:

1. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
2. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
3. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
4. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be designated by the Principal.

No student who tests positive under a random drug testing program shall be suspended or expelled from school solely as the result of the positive test. The Principal shall develop procedures establishing a random process for the selection of students to be tested.

**Drug Testing Process**

The appropriately qualified and trained witness shall take the student to a designated place in the school and collect a specimen from the student. The specimen shall be taken in a manner which will ensure the integrity, validity, and accuracy of the test results but are minimally intrusive and provide maximum privacy to the tested student.
The type of specimen taken shall depend on the substance in question and the test performed on the specimen shall be appropriate for accurate detection of the substance in question. Once taken, the Principal shall give the specimen an identifying number which in no way will reveal the identity of the student.

The Principal will forward the specimen for analysis to a laboratory accredited by the Tennessee Department of Health and Environment and designated by KIPP Nashville. Specimens shall be retained for ten (10) days.

Upon receiving a written, certified copy of the analysis from the laboratory, the Principal shall do one of the following:

1. If the results of the analysis are negative, they shall be reported as negative and all evidence of the individual test, including all records in the school that the test was ordered and the reasons therefore, shall be destroyed and expunged.

2. If the results of the analysis are positive, the student and parent/guardian shall be given the written notice of the result. All records of the test, request for a test or indication a student has been tested shall be confidential student records in accordance with state law.

KIPP Nashville will provide students testing positive an assessment to determine the severity of the student’s alcohol and drug problem and a recommendation for referral to intervention or treatment resources as appropriate.

**Reporting of Crimes, Interrogations, and Searches**

**Reporting of Crimes**

**School Officials’ Duty to Report Drug or Weapon Offenses.** It is the duty of a Principal who has reasonable suspicion to believe, either as a result of a search or otherwise, that any student is committing or has committed any violation of a drug offense or unlawful carrying or possession of a weapon, upon the school grounds or within any school building or structure under the Principal’s supervision, to report the reasonable suspicion to the appropriate law enforcement officer.

“Reasonable suspicion” is defined as circumstances based on statements or facts that would lead a person of ordinary care and prudence to believe and consciously entertain an honest and strong suspicion that a person or persons have done a specific act.

School personnel have the duty to report any reasonable suspicion that a student is committing or has committed any violation of a drug offense or unlawful carrying or possession of a weapon to the Principal, or, if the Principal is not available, to the Principal’s designee. If neither the Principal nor the designee is available, school personnel may report violations of a drug offense or unlawful carrying or possession of a weapon committed on school property to the appropriate authorities.

**School Officials’ Duty to Report Other Student Offenses.** A teacher observing or otherwise having knowledge of an assault, battery, or vandalism endangering life, health, or safety committed by a student on school property shall report such action immediately to the Principal. A Principal having direct knowledge of an assault, battery, or vandalism endangering life, health, or safety committed by a student on school property or receiving a report of such action shall report the action immediately to the municipal or metropolitan police department or sheriff’s department having jurisdiction. Any fight not involving the use of a weapon, or any fight not resulting in
serious personal injury to the parties involved, shall be reported only to the Principal. Authorized charter schools shall also report violent and disruptive incidents to the district through the student information system.

Interrogations

Police-Initiated Interrogations. If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, the police department shall first contact the Principal regarding the planned interrogation and inform him/her of the probable cause to investigate. The Principal has discretion in deciding whether to allow the interrogation on school property, unless immediate police access to the student is required by law, court order, warrant, or an exigent circumstance justifying dispensation with the requirement to obtain a warrant. The Principal shall make reasonable effort to notify the parent/guardian of the interrogation unless circumstances require otherwise.

Interrogations by Police (At Administrator's Request). If the Principal has requested assistance from law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The Principal shall make reasonable effort to notify the parent/guardian of the student. However, the interrogation may proceed without attendance of the parent/guardian, and the Principal or designee shall be present during the interrogation.

Interrogations by School Personnel. Students may be questioned by teachers or administrators about any matter pertaining to the operation of the school or school district and/or the enforcement of its rules, policies, and procedures.

Searches

Search of Lockers, Vehicles, and Other Property. When individual circumstances in a school dictate, a Principal may order that vehicles parked on school property by students or visitors, containers, packages, lockers, or other enclosures used for storage by students or visitors, and other areas accessible to students or visitors be searched in the Principal's presence or in the presence of other members of the Principal's staff. In particular, the locations listed above are subject to search for drugs, drug paraphernalia, dangerous weapons, or any property that is not properly in the possession of the student or visitor.

Search of Persons. A student may be subject to physical search because of the results of a locker search, or because of information received from a teacher, staff member, student, or other person if such action is reasonable to the Principal. Every effort will be made for the search to be conducted in private and in the presence of two (2) adult witnesses. In situations where there is an immediate threat to the safety and welfare of students and staff, and in the school official’s judgment the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

All of the following standards of reasonableness shall be met:

1. A particular student has violated school policy;
2. The search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia, drug, or stolen item;
3. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students;
4. The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and,

5. The search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

**Use of Metal Detectors.** To facilitate a search that is found to be necessary, metal detectors and other devices designed to indicate the presence of dangerous weapons, drug paraphernalia, or drugs may be used in searches, including hand-held models that are passed over or around a student's or visitor's body, and students, visitors, containers, and packages may be required to pass through a stationary detector.

**Use of Animals.** To facilitate a search that is found to be necessary, dogs or other animals trained to detect drugs or dangerous weapons by odor or otherwise may be used in conducting searches, but the animals shall be used only to pinpoint areas needed to be searched and shall not be used to search the persons of students or visitors.

**Disposal of Contraband.** Any dangerous weapon or drug located by the Principal or other staff member in the course of a search shall be turned over to the appropriate law enforcement officer for proper disposal.

**Safe Harbor Provision**
A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school.

If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The Principal or designee will make arrangements to return the object to the student’s parent/guardian, when applicable.

If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g., tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report.

School officials will use discretion in determining whether the circumstances surrounding the report warrant further investigation of the reporting student.

**Bullying, Cyber-Bullying, Discrimination, Harassment, and Hazing Policy & Investigation Procedures**
KIPP Nashville is committed to providing all students a safe and supportive learning environment. In order to maintain a safe and supportive school environment, acts of bullying, cyber-bullying, discrimination, harassment (including sexual harassment), hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.

This policy addresses KIPP Nashville employees, employees’ behaviors, students, and students’ behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school-sponsored activity, this policy is applicable if the conduct is directed specifically at a student or students and has the effect of creating a
hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

It is the Principal’s responsibility to ensure that all staff and students are educated and trained on the policy, reporting procedures, and bullying and harassment prevention. Information about disciplinary consequences will be published annually in the Staff Handbook and Student & Family Handbook.

Definitions
“Bullying/Intimidation/Harassment” is an intentional act that substantially interferes with a student’s educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing the student or students in reasonable fear of physical harm to the student or damage to the student’s property;
3. Causing emotional distress to a student or students;
4. Creating a hostile educational environment, or;
5. Creating unwelcome conduct based on a protected class (race, nationality, ethnicity, gender/sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

“Cyber-bullying” is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, computers, text messaging, emails, social networking sites, instant messaging, videos, web sites, or fake profiles.

“Hazing” means any intentional or reckless act on or off school property, by (1) student acting alone or with others, that is directed against any other student(s) that endangers that mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her own mental or physical health or safety. Coaches and other school employees shall not encourage, permit, condone, or tolerate hazing activities. “Hazing” does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization. KIPP Nashville will distribute its hazing policy at the beginning of each school year. During the first month of each new school year, time will be set aside to specifically discuss the hazing policy and its ramifications as a criminal offense and the penalties that may be imposed by the school and/or State Board.

Complaints and Investigations
Any individual who witnesses or has knowledge of behaviors that may constitute a violation of this policy should report such information promptly to the Principal or designee (e.g., Dean of Students). Students or staff may report however necessary, including verbally, in writing, or anonymously. KIPP Nashville requires any KIPP employee who witnesses or has knowledge of behavior that may constitute bullying, cyber-bullying, discrimination, intimidation, harassment, and/or hazing to report such information immediately to the Principal or designee, but not later than 24 hours after witnessing or learning about the incident.

Once a complaint has been reported to the Principal, the Principal or designee will begin an investigation within 24 hours. The investigation may include talking with other students and staff members, requesting written reports or artifacts regarding the alleged incident(s), reviewing school cameras, etc. Once a conclusion has been made, the Principal or designee will determine the necessary next steps, including, but not limited to, contacting all parties involved to report final findings, notifying parents/guardians, issuing appropriate consequences,
notifying authorities, etc. Disciplinary action is dependent upon each individual complaint and subsequent findings from the investigation, but may include demerits, loss of privileges, in-school or after-school detention, in-school or out-of-school suspension, or expulsion. Both victims of and perpetrators of bullying may also be referred for counseling services.

Any investigation involving conduct reported as child abuse or child sexual abuse or another criminal matter shall not commence until authorization to proceed with the investigation has been received from the Department of Children’s Services or local law enforcement.

Response and Prevention
KIPP Nashville staff will take all complaints, reported incidences, and observed infractions of this policy seriously. When a staff member observes acts of bullying, cyber-bullying, discrimination, intimidation, harassment, and/or hazing he or she should intervene immediately, issuing a demerit for gross disrespect and following the school site’s procedure for removing a student from the classroom/reporting to ISC. Once in ISC, the Dean of Students will follow through with the investigation and appropriate consequences and notification of the incident. If a staff member does not witness the act, but receives a complaint from a student, he or she should follow the complaint procedure outlined previously.

Each school will develop its own prevention plan, led by the Principal and Dean of Students, but also involving other relevant individuals (e.g., counselors, Grade Level Leaders, teachers, parents/guardians, students, etc.). Each plan must include staff training of the policy during summer professional development, student training of the policy during orientation or beginning of the year, and notification of staff, students, and families. In addition, prevention efforts include ongoing discussions and lessons in homeroom/advisory, the merit/demerit system, student advising, and school culture efforts led by the Dean of Students.

Reports
When a complaint it filed alleging a violation of state or the school’s policy where there is physical harm or the threat of physical harm to a student or student’s property, the Principal or designee of each school will report the findings and any disciplinary actions taken to the Executive Director of KIPP Nashville or designee. By July 1 of each year, the Executive Director or designee will prepare a report of all the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be submitted to the Department of Education by August 1.

Retaliation and False Accusations
The administration of the KIPP Nashville Schools prohibits reprisal or retaliation against any person who witnesses and/or reports a violation of this policy. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designees after considering the nature, severity, and circumstance of the act, in accordance with case law and board policies and procedures.

Intentionally making false reports about bullying, discrimination, harassment, hazing, cyber-bullying or other similar behavior to school officials shall be prohibited conduct. Any act of retaliation or reprisal or intentional false report against any person who reports a violation of this policy will not be tolerated. Any student or adult who engages in the act of retaliation or reprisal or who intentionally makes a false report against another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal criminal law has allegedly been violated, the local law enforcement agency shall be notified.
Sexual Harassment as Sexual Abuse
Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, KIPP Nashville will comply with state laws as well as district and school policies regarding the reporting of suspected abuse to appropriate authorities.

Community Resources

- **Department of Children’s Services**
  289 Plus Park Blvd, Nashville, TN 37215
  (615) 360-4200

- **Tennessee Child Abuse Hotline**
  (877) 237-0004

- **Middle Tennessee Mental Health Cooperative**
  Mobile Crisis Unit
  275 Cumberland Bend, Suite 237, Nashville, TN 37228
  (615) 726-0125

- **Sexual Assault Center**
  101 French Landing Drive, Nashville, TN 37228
  (615) 259-9055
Health, Wellness, and Safety

Physical Examinations and Immunizations
Prior to each student entering a public school for the first time AND prior to participating as a member of any school sponsored athletic team, students must provide proof of a complete physical examination.

Students are not permitted to enroll or attend school without proof of up to date immunizations. Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent/guardian files with proper authorities a signed, written statement affirmed under penalties of perjury that such immunization and preventive measures conflict with the religious tenets and practices of the parent/guardian. No student determined to be homeless shall be denied admission to school if the student has not yet been immunized or is unable to produce immunization records due to being homeless. Students that show up for school without up to date immunization records must be sent home immediately until updated immunization records are shared with the school.

Student Medications
Medications held at the school should be limited to those required during school hours and necessary to maintain the student’s enrollment and attendance in school. Medications given once a day should be administered at home. All prescription medications given at school must be prescribed by a licensed prescriber and requires a doctor’s signature on the consent form. Over-the-counter medications are medications that do not require a prescription, and also require signed consent from a parent. All medications are held in the main office. A student must meet the following conditions to self-administer medication at school with assistance:

- Student must be competent to self-administer non-prescription or prescription medication
- Student’s condition, for which the medication is authorized and prescribed, must be stable
- The self-administration of medication must be properly documented

Prior to the administration of any medication, the school must receive a completed and signed copy of the "Request for Assisted Self-Administration of Medication" as well as the medication in its original container with the student’s name, name of medication, dosage, time and route of administration. All unused medication must be collected at the end of the school year, or it will be destroyed. Staff are unable to administer any medications, including over the counter medications like Tylenol, without this form completed and on file.

Designated staff members will complete an annual training on medication administration prior to the school year and their administration of any medication.

Influenza & Meningococcal Disease & Vaccination
The school shall provide parents/guardians with information about influenza and meningococcal disease and the effectiveness of vaccination against influenza and meningococcal disease at the beginning of every school year.

Emergency Preparedness
KIPP Nashville is committed to the safety of every staff member and student while on campus. All staff members play an integral part in the safety of every student and should consider it an aspect of their role at KIPP.
Nashville. Regional and school based operations teams are responsible for the creation and implementation of safety plans.

**Safety Drills**

Safety drills are an important aspect of KIPP Collegiate emergency preparedness readiness. Safety drills allow staff and students to practice the appropriate response to any emergency and/or natural disaster. We will complete the following drills consistently throughout the year as prescribed by our authorizing district:

- **Tornado/Severe Weather:** When a severe weather event that can immediately impact the safety of all within the building, all persons will take cover within the building.

- **Lockout:** When there is a threat in the area that could affect the school, all persons within the building are required to remain indoors. No one is allowed to enter/re-enter the building during this time.

- **Lockdown:** When there is a threat within the building that can immediately impact the safety of all within the building, all doors (internal and external) will be locked and all persons within the building should hide from sight.

- **Shelter in Place:** When there is an unforeseen circumstance that impedes anyone from exiting the building and/or classroom, all persons within the building must remain within their current location. No one is allowed to enter/re-enter the building during this time.

- **Fire/Evacuation:** When a fire is present in the building, all persons within the building are required to evacuate.

**Non-Discrimination Statement**

KIPP Nashville brings together a diverse group of people. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age, or disability status.

KIPP Nashville is not only obligated to uphold the law concerning equal opportunity in accordance with Title VI of the Civil Rights Act of 1964, but it regards the spirit of these laws to be the very core of its values. KIPP wishes to stress that it is the responsibility of every member of the KIPP community to observe and uphold the principles of equal opportunity as they affect staff, faculty, and students in all aspects of school life.

**Child Abuse and Neglect**

**Reporting**

All personnel shall be alert for any evidence of child abuse and/or neglect which includes psychological harm, physical and sexual abuse. If personnel know or have reasonable cause to suspect abuse or neglect, a report shall be filed immediately. Reports shall be made to the judge having juvenile jurisdiction, to the county office of the Department of Children’s Services (DCS), to the sheriff of the county where the child resides, or to the office of the chief law-enforcement official where the child resides. The report shall include, to the extent known by the reporter:

1. The name, address, telephone number, race, school, and age of the child;
2. The name, telephone number, and address of the parent/guardian or persons having custody of the child;

3. The nature and extent of the abuse or neglect and any statement from the child; and

4. Any evidence to the cause or any other information that may relate to the cause or extent of the abuse or neglect.

The identity of the person reporting shall remain confidential except when the juvenile court determines otherwise. Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be verbally provided to the parent/guardian within twenty-four (24) hours of filing. This notice shall be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe that the parent/guardian may be the perpetrator or in any way responsible for abuse.

Investigations

School administrators and employees have a duty to cooperate, provide assistance, and information in child abuse investigations including permitting child abuse review teams to conduct interviews while the child is at school. The Principal may control the time, place, and circumstances of the interview but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The Principal is not in violation of any laws by failing to inform parents/guardians that the child is to be interviewed even if the suspected abuser is not a member of the child's household.

Asbestos Hazard Emergency Response Act

In accordance with state law, KIPP Nashville maintains an asbestos management plan for any of the buildings in which we operate, owned or leased, that has any asbestos containing materials. This includes regular inspection and proactive communication with families and staff of any asbestos related activity taken within the school. In these rare circumstances, professional abatement occurs and the activity is planned during school breaks.
KIPP Through College

What is KIPP Through College?
In 1998 The KIPP Foundation created a program called KIPP to College (KTC) in order to stay connected with students after they leave KIPP schools and provide families with essential knowledge to prepare students to succeed in college. We later changed the name to KIPP Through College to reflect our increased emphasis on college completion.

Today, KTC is a national network of high school placement, college counseling and alumni support advisors who provide KIPP students and alumni with the support necessary to navigate to and through high school and college. KTC staff supports students beginning in middle school all the way through college. KIPP helps bridge the transition from high school to college by ensuring that KIPP students find a college that is a good fit, integrate socially and academically once there, and understand and navigate the financial hurdles that they may face on the path to earning a degree.

How does KTC support students and families?
- Teaches college readiness 11 and 12 to juniors and seniors
- Provides funding to students who want to visit a college campus
- Organizes a full school college field trip in the spring
- Organizes multiple parent nights throughout the year
- Plans and executes convocation every May
- Assists in planning and executing Career Day
- Helps students prep for standardized tests like the ACT or SAT
- Promotes financial literacy within the school
- Promotes a college going culture within the school
- Organizes college visits by admissions officers
- Connects students with military and athletic recruiters as needed

Who is on the KTC team?
- Chaelsa Williams-McKay, KIPP Through College Director
- Loretta McDonald, Dean of College Counseling
- Brandi Smith, College Readiness 12 Instructor
- Lorejune Fernandez, College Readiness 11 Instructor
- Lauren Denton & Holly Fakunle, Persistence Counselors

Match Matters

Match Matters: The Big Idea
New to KIPP Through College? Start here to better understand KIPP’s recommended approach to college counseling and the critical research underlying our focus on “Match Matters.”

Here’s what we know:
1. **Where a student goes to college matters – a lot.** While every student is unique, a college’s statistical data can tell us how likely it is that students will graduate in four years. In particular, historic graduation rates help us identify colleges and universities with a demonstrated track record of graduating Latino and black students in four to six years. In general, a students’ likelihood of graduation increases dramatically based on the selectivity of the college they choose to attend. (Selectivity measures how difficult it is to get in.) It’s not an exact science, which is why it’s important to look at the data for individual institutions.
2. **Too often, first-generation students and those from low-income communities aren’t matriculating to their academic “Match.”** Consistent with national research, we know that KIPPsters are “under-matching” during both the college application and decision phases by not submitting enough applications to schools that align with their academic profiles. (Choosing, instead, schools that are not rigorous enough.) And, too often, they are choosing to attend schools with lower historic graduation rates than other schools to which they were admitted.

3. **There’s a way to reverse the trend.** Experts recommend students apply to a diverse portfolio of schools (tailored to students’ individual academic profiles) to increase both their choices and their chance of college success. By influencing and supporting our students in the college application and decision process (as well as the financial aid process), we can have a direct impact on the odds that they’ll graduate.

4. **Match works.** We’ve seen the power of this approach in action. KIPP students who follow our recommended strategy of applying to 6+ target and reach schools (based on their individual academic profiles) matriculate to colleges with higher historic graduation rates for Black and Latin-x students than peers at similar academic performance levels who apply to fewer target and reach schools. This is true for students at all levels of academic performance.

**What this means for a strong College Match program:**
A strong College Match program builds on research and our experience to support students in researching, applying, and matriculating to college. We support critical student behaviors and key performance indicators in the process:

![STUDENT BEHAVIORS & KEY PERFORMANCE INDICATORS](image)

- **Prepare for Match:** Students should start preparing for match early, with a strong focus beginning in Junior Year. Work with students to follow the five keys (below) to ensure they have a solid foundation for the match process.

- **Build a Smart Wish list:** Ensure students build a “wish List” of nine or more schools, balanced across likely, target, and reach schools. (Think “3-3-3” for 3 likely, 3 target and 3 reach or a total of at least 6 “likely plus”, target, or reach schools.) Counselors can help students prioritize schools within each category (likely, target, reach) that have strong track records of graduating students, are more affordable, and are a strong fit with students’ preferences (e.g., location, majors offered, campus size, social life, etc.).

- **Submit applications early to wish list schools:** Wish lists aren’t just an exercise; they are precise tools to guide where a student should apply to college. Work with students to ensure they’re applying to the right schools and track completion of each application component to ensure submission by Thanksgiving break.

- **Submit FAFSA and other financial aid forms before the priority deadline:** Work closely with families to help them understand the financial aid process and to ensure they submit forms well ahead of priority deadlines.

- **Make the best choice:** In the weeks before Decision Day, check in frequently to help answer questions, decode award letters, and help students prioritize acceptances that (a) have strong track records of graduating students, (b) fall below our suggested debt rule of thumb; and (c) are a strong fit with students’ preferences (e.g., location, majors offered, campus size, social life, etc.).
• **Make a strong transition:** After students make their decisions, they have to complete critical matriculation steps to enroll and ensure success in the fall. Support students over the summer in drafting their college and career plan, registering for courses and paying their bill, and setting up other logistics.

Making this happen may look different depending on your region. No matter your model, we believe there are a few high-leverage things counselors can do:

- **Conduct 1-on-1s** with college juniors and seniors. During O3s, counselors can ensure students are on track, check in on critical milestones, and provide feedback on wish lists and application plans.
- **Use Data Tools** to influence decision-making. Our student and counselor Match tools give teams the data they need to talk about affordability, financial aid, and projected college graduation rate with their KIPPsters.
- **Build Family Investment** at every step of the Match process. Support and buy-in is critical, and we’ve created resources with family investment in mind.

What it takes for students to prepare for Match:

We have learned that preparation is critical to the match process. We tell students that there are five keys to prepare for Match. Ideally, students think about these long before they actually applying to college (and by 9th grade at the latest):

**GET AN EARLY START:** Getting applications in ahead of admission deadlines ensures access to the largest pool of aid and, in some cases, increased odds of acceptance. Applying early also allows students to discuss Early Decision and Early Action options with counselors.

**REFLECT ON YOUR GOALS: START COLLEGE AND CAREER PLAN:** Search for colleges with goals in mind. If students build their wish lists considering their academic options and plans, they will be more likely to finish applications and consider matriculation.

**PREPARE FOR THE COST OF COLLEGE:** Navigating financial aid isn’t easy for any applicant. But it can be particularly challenging for first-generation students and their families, who often lack the benefit of prior experience and knowledge. That’s why ongoing financial aid education, counseling, and support is so critical.

**KNOW YOUR NUMBERS:** A student’s GPA and college entrance exam scores (ACT, SAT) directly impact their likelihood of acceptance and their access to financial aid. Students need to take the time to understand the implications of their scores and how to improve them.

**PREPARE TO BUILD A SMART WISH LIST:** First-generation students often under-match because they don’t apply to enough schools, especially enough target and reach schools. **Often, students fall into two patterns:** either only applying to schools where they have a very high likelihood of getting admitted (we call those “likely”) or only applying to likely schools and those that are a true long-shot (we call those a “far reach”).

1[1] Put simply, we know KIPPsters have to take more – and smarter! - shots to score the goal. We encourage students to apply to a portfolio of 9 or more colleges, including a smart balance of likely, target, and reach schools. This can be a mix of 3 likely schools, 3 target schools, and 3 reach schools (3-3-3), or a total of at least 6 “likely plus”, target, or reach schools. Likely plus schools are those where (a) students have a very high likelihood of getting admitted

[1](1) Want to see the research? Check it out here!
AND (b) they have higher graduation rates. Introduce the data and rationale to students before wish list building.

**College Readiness**

At KIPP Collegiate High School students are required to complete both college readiness 11 and 12 as a graduation requirement. These classes are created with student experiences in mind. Often students will be working on completely different tasks at the same time, while their teacher guides them on their individual paths. Both classes are geared primarily towards college but will have topics that are specific to student development that will prepare our students to enter the adult world upon high school completion.

College Readiness 11 covers many different topics that will prepare students for multiple post-secondary paths including:

- Essay Writing
- Wish list building
- Summer programs
- Financial aid
- Career exploration
- Identity exploration
- Lifetime wellness
- ACT preparation

College Readiness 12 centers around the college application process while also covering the following topics:

- College applications
- College essays
- Financial aid and budgeting
- Emotional transition to college
- Matriculation to college
- Financial aid verification
- Career exploration
- Time management and organization
- Professional communication

**Our Alumni**

Currently KTC serves over 100 students attending colleges across the country including:

- Princeton University
- Duke University
- Howard University
- Morehouse College
- Smith College
- Rhodes College
- Middle Tennessee State University
- The University of Tennessee at Knoxville
- Lipscomb University
- Berea College
- Georgetown University
- University of Memphis
- American University
- Tennessee College of Applied Technology
- Northeastern University
- Tennessee State University
- Fisk University
- Elon University
- Wellesley College
- Berry College
- East Mississippi Community College
- Mount Holyoke College
Parent/Guardian Involvement

Communication Between Home & School
Collegiate is intentional about sharing information with students and families in a timely manner. Below is a schedule of communications our families will receive throughout the year:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Warrior Post</td>
<td>Newsletter sent home with important dates and events</td>
<td>Weekly - Thursdays</td>
</tr>
<tr>
<td>Dean’s List Report</td>
<td>Individual student behavior summary</td>
<td>Weekly – Thursdays</td>
</tr>
<tr>
<td>Progress Report</td>
<td>Individual students’ most up-to-date grades</td>
<td>~Biweekly – Thursdays</td>
</tr>
<tr>
<td>Attendance Texts</td>
<td>Mass text sent to all families of absent students</td>
<td>Daily</td>
</tr>
<tr>
<td>Report Cards</td>
<td>Final grades mailed home and distributed to students/caregivers</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Positive Calls &amp; Texts</td>
<td>Each staff member makes and records positive family interactions in the tracker</td>
<td>Minimum of 2 per week</td>
</tr>
</tbody>
</table>

Accessing School Systems

**Illuminate**
Is the system Collegiate uses to track student grades. All students and parents/guardians will receive access to their Illuminate portals at the beginning of the year.

**Dean’s List**
Is the system Collegiate uses to track behavior and send home school wide communication. All parents/guardians will receive access to their Dean’s list portal at the beginning of the year.

Parent/Guardian Engagement Opportunities

- Attend Back to School Night in August and Annual Family Picnic in May
- Attend Conferences in October and February
- Join the Parent Involvement Committee
- Volunteer at Collegiate

Parent/Guardian Rights

**Family Education Rights and Privacy Act (FERPA)**
The student education records contained in KIPP Nashville electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.
With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent/guardian consent. Violation of FERPA could subject KIPP Nashville to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent/guardian consent, is disclosure to school officials with legitimate educational interests.

All KIPP Nashville staff members agree not to disclose any of the personally identifiable information they acquire in the course of their duties to other parties who are not school officials unless you have obtained prior written parent/guardian consent in accordance with FERPA guidelines for the disclosure.

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days after the day KIPP Nashville receives a request for access.**

   Parents/guardians or eligible students who wish to inspect their child’s or their education records should submit to the Principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. **The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.**

   Parents/guardians or eligible students who wish to ask the school to amend their child’s or their education record should write the Principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. **The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education.
records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by KIPP Nashville to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Definitions

● **Student education records**: records directly related to students and maintained by the school or a party acting for the school.

● **Personally identifiable information**: includes, but is not limited to:
  ○ Student Names
  ○ Names of student parents or other family members
  ○ Student or student family addresses;
  ○ Personal identifiers, such as student social security numbers or school-assigned student numbers;
  ○ Lists of personal characteristics that would make student identity easily traceable; or
  ○ Other information that would make a student's identity easily traceable.

● **A school official**: a person employed by KIPP Nashville as an administrator, supervisor, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

● **Legitimate educational interest**: a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents/guardians of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:
● Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student’s parent/guardian;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent/guardian; or
8. Income, other than as required by law to determine program eligibility.

● Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

● Inspect, upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parent/guardian to a student who is 18 years old or an emancipated minor under State law.

KIPP Nashville has developed policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KIPP Nashville will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. KIPP Nashville will also directly notify parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt
his or her child out of participation in the specific activity or survey. KIPP Nashville will make this notification to parents/guardians at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

**Release of Student Info to Institutions of Higher Education and Military Recruiters**

Federal law requires KIPP Nashville to provide institutions of higher education and military recruiters, upon request, the names, addresses, and phone numbers of high school students, unless the parent/guardian of a student under 18 years of age (or the student once they have reached 18 years of age) opts out of the disclosure of this information. Parents/guardians may opt out of the disclosure of this information on the permission form at the end of this handbook.

**Requesting Staff Qualifications**

Under federal law, parents/guardians have the right to request information about the qualifications of their child’s teachers and paraprofessionals, including:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and,
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents/guardians may request this information by submitting a written letter to the Principal or designee.

**Complaint Policy & Procedures**

KIPP Nashville is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our KIPPsters and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member.
at the school. Please follow this procedure for all school related complaints, including, but not limited to, student conduct and school discipline, uniform issues, transportation, food services, school academic program, individual teacher or classroom concerns, special education program or services, athletics and clubs, etc.

Informal Complaint Procedures
An informal complaint is a complaint that does not concern the alleged violation of law or the charter (e.g., a concern about an academic grade, the school’s uniform policy, or the school’s cell phone policy). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Principal to discuss the matter; the Principal shall respond in person, by telephone, or in writing.

Formal Complaint Procedures
A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. Please note that these steps are for formal complaints only – meaning complaints which allege a specific violation of law and/or charter. As a matter of policy and practice, the Executive Director, KIPP Nashville Operating Board, and State Board of Education will not intervene in concerns which do not allege a specific violation of law and/or charter. The steps below outline the KIPP Nashville Formal Complaint Process:

Step 1 – Contact staff member involved. If a parent/guardian has an issue or concern, the first step toward resolving the issue will be to contact the staff member involved by phone or email. The parent/guardian should call the school’s front desk to obtain phone and email contact information. The staff member and the parent/guardian will then set up a meeting to discuss the issue either on the phone or in-person and work to reach a resolution that satisfies both parties.

Step 2 – Written Complaint sent to Principal. If the issue is not resolved satisfactorily, the parent’s/guardian’s next step is to write a letter to the Principal. Note that even if the issue is a problem with the Principal directly, the parent/guardian should go through this step. It is important to have clear documentation of all steps. The parent/guardian may fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The parent/guardian should contact the school’s front desk to obtain contact information for the Principal. The Principal will reply within three (3) business days, at least acknowledging the complaint has been received, and the Principal may take up to ten (10) business days to investigate and reach a decision. The Principal will send a written decision to the parent/guardian within ten (10) business days of the school receiving the complaint letter. The school will put a copy of the complaint form and the Principal’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s student information system.

Step 3 – Written Complaint sent to Chief of Schools. If the parent/guardian is unsatisfied with the Principal’s decision, the parent/guardian may write a letter to the KIPP Nashville Chief of Schools. The parent/guardian can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. To get the email address or mailing address for the Chief of Schools, the parent/guardian can contact the front desk of the school. The Chief of Schools will reply within three (3) business days and may take up to ten (10) business days to investigate and reach a decision. The Chief of Schools will send a written decision to the parent/guardian within ten (10) business days of receiving the letter or form. (Please note that the Chief of Schools will not respond to complaints that have not gone through steps 1-2). The school will put a copy of the complaint form and the Chief
of Schools’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s information system.

**Step 4 – Written Complaint to the KIPP Nashville Board of Directors.** If the parent/guardian is unsatisfied with the Chief of Schools’s decisions, the parent/guardian may write a letter to the school’s Board of Directors. The parent/guardian can fax, email, mail, or hand-deliver (to the school’s front desk) the letter. The Executive Director will reply within three (3) business days on behalf of the Board of Directors and may take up to ten (10) business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent/guardian within ten (10) business days of receiving the letter or form. (Please note that the Board will not respond to complaints that have not gone through steps 1-3). The school will put a copy of the complaint form and the Board’s response in the student’s file and will also ensure that a summary of the complaint and resolution is logged in the school’s information system. Please note that if an individual or group voices a complaint at a public meeting of the school’s Board or to individual directors, directors shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure.

**Step 5 – Written Complaint to the Authorizer.** If the parent/guardian is not satisfied with the Board’s decision, the parent/guardian may present their complaint to the authorizer (i.e., district), who will direct the parent/guardian to the appropriate representative in their charter school office. This person will investigate and respond. The parent/guardian can get contact information for the authorizer from the school’s front desk. (Please note that the school will ask the authorizer not to respond to complaints that have not gone through steps 1-4.) The school will put any information received from the authorizer in the student’s file, and he/she will also log a summary in the school’s student information system.

Please note that if the school receives multiple complaints on the same or a similar subject, the school may elect to consider all the complaints in one process. We do this because responding individually to similar complaints could take an undue amount of time on the part of school staff.

Each authorized charter school shall adopt a policy and procedures for receiving and addressing complaints or grievances from employees, parents/guardians, or students. The governing board of each charter school shall be the first avenue for response in any complaints or grievances filed against the charter school, its employees, or its volunteers, and the policy and procedures shall be included in the student handbook and made available to students, parents/guardians, employees, and any other person who requests it.

If grievances persist following the actions of the governing board of the charter school, or if the complaints are with regard to alleged violations of law, the charter agreement, the improper discipline of a special education student (including violations of the Individuals with Disabilities Act (IDEA) or applicable state or federal law or regulation), or any other topic listed below, the authorizer may investigate.

**Complaints and Grievances Handled by the School**

The following are examples of complaints or grievances that are at the discretion of the school and areas in which the district cannot mandate decisions:

1. Employment issues;
2. Transportation issues (except with regard to students experiencing homelessness, students with disabilities, or students in foster care);
3. Disagreement with a teacher or a student;
4. Bullying issues (excluding bullying that rises to the level of a civil rights issue under Title IX or VI, or bullying on the basis of a disability under the Americans with Disabilities Act (ADA)); and

5. Disagreement over a discipline decision (excluding the discipline of students with disabilities, including students with Individualized Education Programs (IEPs) or 504 Plans).

The school shall follow its adopted policies and procedures for handling complaints and grievances.

**Complaints and Grievances Handled by the Authorizer**

In some instances, the authorizer may investigate complaints or grievances regarding an authorized school. A formal complaint or grievance to the authorizer may include, but is not limited to:

1. Alleged violations of the law;
2. Alleged violations of the charter agreement;
3. Special education violations, including discipline;
4. Child abuse;
5. Serious health, safety, and legal issues;
6. Suggesting a student transfer or enroll at a different school, and;
7. Title VI and Title IX (civil rights) claims and ADA/Section 504 claims.

A formal complaint to the authorizer must:

1. Identify the school(s) involved in the issue;
2. Clearly describe the grievance or complaint and provide any corresponding documentation supporting the issue;
3. Provide details of how the individual attempted to resolve the issue with the school or governing board, if applicable, and;
4. Be filed within 180 days of the alleged violation, unless the State Board determines that special circumstances exist to allow the filing of the complaint or grievance. Within seven (7) business days, the Director of Schools or designee will determine whether or not the grievance or complaint is properly before the State Board or if it needs to be resolved with the school, and the Director of Schools or designee will notify the complainant of this decision in writing. If it is determined that the complaint or grievance is properly before the State Board, the State Board will address the complaint or grievance within thirty (30) days, unless special circumstances exist. If special circumstances exist, all parties will be notified. If a school is found to have committed a violation, it may trigger interventions by the State Board in accordance with State Board Policy 6.700.1 Filing a complaint under this policy shall not serve as a prerequisite to any legal or other administrative action that the complainant may choose to pursue, including, but not limited to any complaint under Policy 1801: Special Education/Individuals with Disabilities Education Act (IDEA), Policy 1802: Americans with Disabilities Act (ADA) and Section 504, and Policy 6304: Bullying, Cyberbullying, Discrimination, Harassment, and Hazing.
School Compact

What is a School Compact?
A School Compact is an agreement that families, students, and teachers develop together. It explains how families and teachers will work together to make sure all students reach grade-level standards. Effective compacts:

● Focus on student learning skills
● Describe how teachers will help students develop skills using high-quality instruction
● Share strategies families can use at home
● Explain how teachers and families will communicate about student progress
● Includes the goals of the School Improvement Plan

Jointly Developed
The families, students, and staff of KIPP Nashville Collegiate High School will jointly develop the School Compact. Meetings and events will be held each year to review the compact and make changes based on student and family needs.

Communication about Student Learning
KIPP Nashville Collegiate High School is committed to frequent two-way communication with families about students learning. Some of the ways parents will hear from us are:

● Daily agenda signature checks
● Weekly progress reports
● Periodic calls from teachers and staff on student progress
● Updates on the school website and Facebook page
● Academic data parent conversations
● Parent meetings on understanding student progress
● Parent-teacher conferences in the fall and spring semesters.

District Goals: School Improvement Plan

Increased Academic Achievement & Growth – Literacy/Language Arts
● Create an environment that promotes active student engagement and consistent improvement in academic achievement in Literacy/Language Arts among students from all backgrounds and programs.

Increased Academic Achievement & Growth – Mathematics
● Create an environment that promotes active student engagement and consistent improvement in academic achievement in Mathematics among students from all backgrounds and programs.

Increased Student Attendance
● Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.

Safe and Healthy Students: Diverse and supportive school culture and climate for improved behavior
● Create strong partnerships with our students, family members, guardians and the community to establish a positive school culture and climate to respond to preK-12 students’ physical, social and emotional needs.
Commitment to Excellence
At KIPP Nashville, all students, parents, and staff sign a Commitment to Excellence form at the beginning of the school year. This commitment puts in writing the actions that are agreed upon in order to put the KIPPsters on the path to and through college. The Commitment to Excellence is referenced throughout the year in order to provide feedback on how students, staff, and parents are progressing in each of the areas.

2020-21 Teacher/Staff Commitment
I commit to helping my students climb the mountain to and through college in the following ways, while a staff member at Collegiate:

● I will have outstanding attendance at work.
● I will communicate honestly and respectfully with my students’ parents as we partner to prepare their children for success in school, college, and life.
● I will communicate often regarding students’ progress.
● I will return all parent phone calls within 24 business hours.
● I will protect the safety, rights, and interests of all students.
● I will help provide students with a high-quality curriculum and instruction in a supportive, effective environment.
● I will hold all students accountable to school-wide expectations and procedures.
● I will hold myself accountable for all students’ learning. I will be prepared to teach well-planned and engaging lessons each day.
● I realize that I represent KIPP Nashville both on and off campus. I will speak positively of my students, parents, teammates, and organization.
● I will work to uphold the Collegiate school values: excellence, heart, and growth

I understand that it is my duty to follow these commitments 100% of the time in order to keep the promises we make to KIPPsters and their families while on the path to and through college.

2020-21 Student Commitment
I commit to climbing the mountain to and through college in the following ways, while a student at Collegiate:

● I will arrive at school between 7:45-7:55 a.m. and remain at school until 3:31 p.m. every day.
● I will make sure I only miss school when it is unavoidable and complete all required make up work.
● I will wear the Collegiate uniform to school every day.
● I will complete my homework every night and make sure I am prepared for school the next day.
● I will deliver all documents, Warrior Posts, progress reports/report cards, and Dean’s List reports to my parent/guardian.
● I will follow all classroom rules and treat my teammates and teachers with respect at all times as we work to prepare for success in college and life beyond.
● I will take responsibility for my actions, be honest, and accept the consequences for my actions when necessary.
● I am responsible for my own achievement. I know that I can succeed with hard work and perseverance.
● As a member of the KIPP team and family, I will work every day to live out the Collegiate values of excellence, heart and growth

I understand that I have a team of people, including my teachers and family, to support me. If these commitments are not met, it may affect my future success and I will receive consequences, including loss of Collegiate privileges, disciplinary consequences, and/or dismissal from KIPP Nashville.
2020-21 Family Commitment

I commit to helping my child climb the mountain to and through college in the following ways, while a student at Collegiate:

- I will make sure my child arrives at school between 7:45-7:55 a.m. and is picked up by 3:45 p.m. every day.
- I will make sure my child only misses school when it is unavoidable and completes all make up work on time.
- I will make sure my child wears the Collegiate uniform to school every day.
- I will ensure my child completes his/her homework, sign his/her agenda each night, and make sure he/she is prepared for school the next day.
- I will take responsibility for my child’s actions. I will ensure that he/she serves all consequences, and I will provide transportation if necessary.
- I will support my child’s teachers and all KIPP Nashville staff, and communicate honestly and respectfully with them as we prepare my child for success in high school, college, and life beyond.
- I will attend all required parent meetings and conferences and return all calls from the school within 24 hours.
- I will read and sign any necessary communication from the school.
- I will make sure my contact information (address, phone number, and emergency contact) is accurate and update it whenever necessary.
- I will work to help my child follow the Collegiate values of excellence, heart, and growth

I understand that I have a team of people, including the Collegiate staff, to support me. If these commitments are not met, my child could receive consequences, including loss of Collegiate privileges, disciplinary consequences, and/or dismissal from KIPP Nashville.
Occupational Survey

Your child may qualify to receive free educational services. Please answer the following questions to help us determine their eligibility.

1. Has your family moved within the last 3 years to another city, county, or state, in order to work in the agricultural and fishing industries?
   □ YES  □ NO

2. Do you or someone in your immediate family currently work in any of the occupations listed below? If yes, circle all that apply.
   □ YES  □ NO
   - **Meat and Food Processing/Packing**
     Fruit, vegetables, chicken, eggs, pork, beef, etc.
   - **Agriculture/Field Work**
     Plant, pick and sort crops (tomatoes, tobacco, cotton, and strawberries), soil preparation, irrigation, fumigation, etc.
   - **Dairy/Cattle Raising**
     Feeding, milking, rounding up, etc.
   - **Nursery/Greenhouse**
     Planting, potting, pruning, watering, etc.
   - **Forestry**
     Soil preparation, planting, growing, cutting trees, etc.
   - **Fishing/Fish Processing**
     Catch, sort, pack, transport fish, etc.

3. If your current job is not in agriculture or fishing, did you or someone in your immediate family work in any of the occupations listed above in the last 3 years?
   □ YES  □ NO
   If yes, where? City __________ State __________

If you answered “YES” to any of the questions above, please answer the following questions.

<table>
<thead>
<tr>
<th>Student’s first name</th>
<th>Student’s last name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How long have you been in Davidson County? ________ Weeks ________ Months ________ Years

HOME ADDRESS:

<table>
<thead>
<tr>
<th>Street number</th>
<th>Street name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apartment/unit number</th>
<th>City</th>
<th>State</th>
<th>ZIP code</th>
</tr>
</thead>
<tbody>
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</table>

Primary phone number Secondary phone number

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</table>
Technology Agreement

The underlying premise of this policy is that all members of the KIPP Nashville community must uphold the values of honesty and integrity, while complying with the laws of the United States and the State of Tennessee.

While providing our students with access to extensive resources, we also have in place safeguards to protect students from pernicious or harmful materials on the internet. However, on a global network, it is impossible to filter all inappropriate materials. We expect our students to use good judgment and to utilize technology with integrity.

The signatures at the end of this document are binding and indicate that the parties who signed have read the terms and conditions carefully, agreed to them, and understand the significance of each.

**Parent/Guardian:** I agree to require my child(ren) to abide by the responsible use policy as described within. I understand that there will be consequences for not adhering to these guidelines. These may include (but not be limited to) detention; suspensions; loss of electronic device privileges; dismissal; or referral to law enforcement.

Parent/Guardian Printed Name: _________________________________________________________________

Parent/Guardian Signature: _______________________________________________ Date: ________________

**Student (grades 3-12):** I agree to abide by the guidelines of the responsible use policy as described above. I understand that there will be consequences for not adhering to these guidelines. These may include (but not be limited to) detention; suspensions; loss of electronic device privileges; dismissal; or referral to law enforcement.

Student’s Name (First and Last): _________________________________________________________________

Student Signature: ___________________________________________________ Grade: ________________
Handbook Acknowledgement

I understand the 2020-2021 KIPP Collegiate Student & Family Handbook is available in the front office at any time, and I have also received my own copy today. The signature below acknowledges that I have read and understand the handbook and related policies. In addition, I confirm or deny my student’s participation in the areas identified with a check mark below:

<table>
<thead>
<tr>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KIPP Nashville has permission to honor my student publicly, including submitting honors received to the media.</td>
</tr>
<tr>
<td>2. KIPP Nashville has permission to interview, photograph or video record my student for use in print, on the internet, and in all other forms of media.</td>
</tr>
<tr>
<td>3. KIPP Nashville has permission to allow news media and other non-KIPP media to interview, photograph, or video record my student.</td>
</tr>
</tbody>
</table>

*If KIPP Nashville does not receive this permission form with a preference marked, KIPP Nashville will assume permission is granted for options one and two above and that permission is not granted for the third, which is photography or digital recording by news or non-KIPP media.*

<table>
<thead>
<tr>
<th>HIGHER EDUCATION INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Nashville has permission to share contact information about my student with institutions of higher education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MILITARY RECRUITERS</th>
</tr>
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<tbody>
<tr>
<td>KIPP Nashville has permission to share contact information about my student with a military recruiter.</td>
</tr>
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<tr>
<th>HEALTH SCREENINGS</th>
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<tbody>
<tr>
<td>My student has permission to participate in the hearing, vision, height, weight, and blood pressure screenings.</td>
</tr>
</tbody>
</table>

Student’s Name (First and Last): _________________________________________________________________

Parent/Guardian Printed Name: _________________________________________________________________

Parent/Guardian Signature: _____________________________________________  Date: ________________

*NOTE: Failure to sign and return this form to the school does not relieve the student from the responsibility of complying with the rules and policies referenced in the KIPP Collegiate Student & Family Handbook.*