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Welcome

Dear Students & Families,

I am excited to welcome you to KIPP Antioch Global High School for the 2023-2024 academic year. You are joining our school as founding students and families and through our collective efforts, hard work, and growth, we will establish ourselves as one of the elite high schools in Tennessee, known for shaping well-rounded students who attain excellent academic results and are involved in high quality and competitive extracurricular activities.

This handbook will inform all students and families about the many aspects of our school that will lead to our collective success. 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 Global 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 PACK values: Perseverance, Arete, Continuous Improvement, and Kindness.

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

Sincerely,

Marc Gauthier
Principal,
KIPP Antioch Global High School
Our School’s Mission, Vision, and Commitments

<table>
<thead>
<tr>
<th>KIPP Vision</th>
<th>Every child grows up free to create the future they want for themselves and their communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Mission</td>
<td>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.</td>
</tr>
<tr>
<td>KIPP Antioch Global High School Vision</td>
<td>At Global High School, we are a global community and have pride in our diverse and collective identities. Every student will be cognitively challenged across all subject areas, every day, in preparation for competitive post-secondary opportunities of their choosing. Our students must have a well-rounded educational experience, and they will engage with at least one elective or extracurricular activity each year. Students will form long-lasting, trusting relationships with peers and staff. Our students will love their school and belong to a community who will hold them accountable for demonstrating growth and achieving ambitious goals.</td>
</tr>
</tbody>
</table>
Commitments

- **E²**
  - Electives and Extracurriculars: every student will choose at least one elective and participate in at least one extracurricular activity each year at Global

- **A²**
  - Athletics and Arts: every student will have the opportunity to participate in a competitive and high quality athletic or fine arts program

- **Literacy²**:
  - Financial Literacy: Every student will graduate from Global understanding basic financial skills such as personal financial management, budgeting, and investing
  - Digital Literacy: Every student will graduate from Global with the skills and knowledge to find and consume, create and communicate with digital content

**Our Students...**

- Are driven. Set ambitious academic and post-secondary goals
- Hold yourself accountable. With support, create a plan to achieve your goals
- Work hard. Think critically and work towards mastery of grade-level content in every class, every day
- Are prepared. Show up with all the right physical, mental, and emotional materials needed for success
- Contribute. Engage productively with peers to elevate thinking in all classrooms
- Engage as citizens. Build knowledge of the world and take advantage of challenging courses and extracurriculars
- Get involved. Participate in at least one extracurricular activity during their time at KAHS
- Connect with peers and teachers. Form trusting, positive, and respectful relationships
- Keep KIPP clean. Respect and maintain the all physical environments
- Take pride in attending KIPP Antioch HS

**Our parents, guardians, and community members...**

- Believe. They do what it takes to support their student's aspirations and goals, setting a high bar and refusing to let their student meet it
- Engage with school staff. Have trusting, positive relationships and open communication with all staff members
- Partner with us. Work together with staff to leverage students' strengths and support ongoing growth in and outside of school
- Show up. Attend and collaborate to provide frequent, successful school events
Graduate as competitive candidates for the post-secondary opportunities of their choosing

**School’s Core Values**

At KIPP Antioch Global High School, we are proud Huskies and collectively, we are The Pack. As such, our community abides by our PACK Values.

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<th>C</th>
<th>K</th>
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<tbody>
<tr>
<td>Perseverance</td>
<td>Arete</td>
<td>Continuous Improvement</td>
<td>Kindness</td>
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**Perseverance:** in pursuit of our ambitious goals and outcomes, we are not dissuaded by setbacks or challenges; we develop and rely on grit to hit the finish line

**Arete:** Arete (pronounced: Ah-rate) is the ancient Greek concept for excellence of all kinds; we achieve our excellence in living up to our highest potentials, setting clear and ambitious goals, and working relentlessly towards fulfillment of purpose.

**Continuous Improvement:** we seek to be a 1% better version of ourselves every day and know that feedback is an opportunity to improve our skills, our knowledge, and our craft.

**Kindness:** we are empathetic and use every opportunity to uplift ourselves, our peers, and our community.

**PACK:** we learn from all members of our community and collaborate to increase our positive impact on our school and neighborhoods.
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.

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.

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

School Operations

School Contact Information

Address: 5244 Hickory Hollow Pkwy, Antioch, TN 37013
Main Office Number:
School Email: KAHS@kippnashville.org
Social Media:
Staff Contact Information

<table>
<thead>
<tr>
<th>Role</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>860-885-4862</td>
<td><a href="mailto:mgauthier@kippnashville.org">mgauthier@kippnashville.org</a></td>
<td>Marc</td>
<td>Gauthier</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>919-9514-080</td>
<td><a href="mailto:dthompson@kippnashville.org">dthompson@kippnashville.org</a></td>
<td>Diane</td>
<td>Thompson</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>615-571-2693</td>
<td><a href="mailto:ChristinaScott@kippNashville.org">ChristinaScott@kippNashville.org</a></td>
<td>Christina</td>
<td>Scott</td>
</tr>
<tr>
<td>Counselor</td>
<td>615-569-7655</td>
<td><a href="mailto:dgiles@kippnashville.org">dgiles@kippnashville.org</a></td>
<td>Danielle</td>
<td>Giles</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>615-692-417</td>
<td><a href="mailto:nhammonds@kippnashville.org">nhammonds@kippnashville.org</a></td>
<td>Nia</td>
<td>Hammonds</td>
</tr>
<tr>
<td>Office Manager</td>
<td>615-669-2657</td>
<td><a href="mailto:Ctineo@kippnashville.org">Ctineo@kippnashville.org</a></td>
<td>Caleb</td>
<td>Tineo</td>
</tr>
<tr>
<td>Learning Specialist</td>
<td>301-233-5093</td>
<td><a href="mailto:akrudys@kippnashville.org">akrudys@kippnashville.org</a></td>
<td>Ashleigh</td>
<td>Krudys</td>
</tr>
<tr>
<td>Art</td>
<td>309-634-9357</td>
<td><a href="mailto:zhulet@kippnashville.org">zhulet@kippnashville.org</a></td>
<td>Zoe</td>
<td>Hulet</td>
</tr>
<tr>
<td>Physical Education</td>
<td>901-497-1407</td>
<td><a href="mailto:brandondixon@kippnashville.org">brandondixon@kippnashville.org</a></td>
<td>Brandon</td>
<td>Dixon</td>
</tr>
<tr>
<td>Subject</td>
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<td>Email</td>
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<td>Last Name</td>
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</tr>
<tr>
<td>Principal</td>
<td>860-885-4862</td>
<td><a href="mailto:mgauthier@kippnashville.org">mgauthier@kippnashville.org</a></td>
<td>Marc</td>
<td>Gauthier</td>
</tr>
<tr>
<td>Physics/Physical Science</td>
<td>615-669-2378</td>
<td><a href="mailto:jhussey@kippnashville.org">jhussey@kippnashville.org</a></td>
<td>Jessie</td>
<td>Hussey</td>
</tr>
<tr>
<td>Spanish 1/Heritage Spanish 1</td>
<td>N/A</td>
<td><a href="mailto:abreedlove@kippnashville.org">abreedlove@kippnashville.org</a></td>
<td>Aarin</td>
<td>Breedlove</td>
</tr>
<tr>
<td>English 1/English 1 Intervention</td>
<td>615-797-8270</td>
<td><a href="mailto:cwilson@kippnashville.org">cwilson@kippnashville.org</a></td>
<td>Chandler</td>
<td>Wilson</td>
</tr>
<tr>
<td>AP Human Geography/Human Geography</td>
<td>615-348-7337</td>
<td><a href="mailto:jmorris@kippnashville.org">jmorris@kippnashville.org</a></td>
<td>Jasmine</td>
<td>Morris</td>
</tr>
<tr>
<td>Algebra 1/Algebra 1 Intervention</td>
<td>615-200-8190</td>
<td><a href="mailto:mreyna@kippnashville.org">mreyna@kippnashville.org</a></td>
<td>Miguel</td>
<td>Reyna</td>
</tr>
</tbody>
</table>

**School Hours**

School Hours: 8:30 am - 4:00 pm

Doors Open: 8:30 am

School Begins: 8:45 am

Dismissal: 3:45 pm
### School Schedule

**Doors Open at 8:30; Traditional Schedule**

50 minute blocks with 3 minute transitions

<table>
<thead>
<tr>
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<td>2</td>
<td>9:38 - 10:28</td>
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<tr>
<td>3</td>
<td>10:31 - 11:21</td>
</tr>
<tr>
<td>Lunch &amp; PLT</td>
<td>11:24 - 12:14</td>
</tr>
<tr>
<td>4</td>
<td>12:17 - 1:07</td>
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<tr>
<td>5</td>
<td>1:10 - 2:00</td>
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<tr>
<td>6</td>
<td>2:03 - 2:53</td>
</tr>
<tr>
<td>7</td>
<td>2:56 - 3:45</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3:45 - 4:00</td>
</tr>
</tbody>
</table>
Academic Calendar

Important Dates/Calendar

Arrival & Dismissal Information

Morning Arrival (8:30-8:45 AM)
Global opens its doors to students at 8:30 am every morning. From 8:30-8:45, students are expected to enter the building in uniform, grab breakfast from the front office foyer, go to their lockers to put away phones, backpacks, and outerwear, and head to the first block.
Student Transitions
Students have 3 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 locker, and socializing with friends. Students who arrive after the tardy bell receive an L2 for Late.

Lunch
Each student is scheduled for a 25-minute lunch each weekday. This year, there is one high school lunch coinciding with PLT. Students will have the opportunity to enjoy lunch in the attached courtyard with staff supervision.

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 bring their child lunch to the school.

Student Dismissal (3:45-4:00 pm)
Global dismisses students for the day at 3:45 pm. Students may dismiss through the front entry where students also arrive. Students have until 3:50 to either exit the building or arrive at their after school activity. No student should be in the hallway after 3:50 without a pass.

Students must be picked up or leave campus by 4:00 pm, this includes students that drive. There is no adult supervision after 4:00 pm.

After School: Students
Global students are able to walk to the community center and/or the library to participate in free after school activities provided by both centers. Global Staff will not be responsible for students once they leave the campus. In addition, students may stay after school for sports, clubs, 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.

Global athletics, led by our Athletic Director, offers girls’ and boys’ basketball, girls’ and boys’ soccer, girls volleyball, cheerleading, cross country, and track & field. The sports offered at Global are not guaranteed and are dependent on student participation.

Pep Rallys, Forums, Field Trips, etc.
Global will sometimes run an alternate schedule to include an opportunity to build student culture, celebrate our students, end our week in a joyful community, or provide off-campus lesson- or college-related opportunities. While these days warrant a modified schedule, our expectations for students remain the same. Students should report to their locations on time and should arrive in dress code 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.
**Arrival Procedures**

Students enter through the front doors facing Nashville State Community College beginning at 8:30 am. The front doors will close and lock at 8:42 am to allow students to make it to their first period on time with the three minute transition. Students are considered late at 8:45 am and will engage in the tardy process at the front office. Students will pick up breakfast from the front office lobby and from there, students report to block one. Dress code should be checked and cell phones left in lockers at this time.

**Dismissal Procedures**

Students must exit through the front door facing Nashville State Community College. All students must exit the building by 3:50 pm and be picked up by 4:00 pm. There is no adult supervision after this point unless students are in a pre-arranged designated after-school activity.

**Bathroom policy/hall passes**

Students are permitted to use the restroom during arrival and dismissal without the use of a bathroom pass. If using the restroom during these times, students are still required to arrive at 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 after the first 10 minutes of class. Students are not allowed to use the restroom during the last 10 minutes of class.

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 temporary agenda, 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 classroom provided temporary agenda, but will incur a L1: No Pass demerit.

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.

**Classroom visitor procedure**

Global welcomes visitors to our building. We require at least 24 hours notice for any classroom visitor requests from families or community members. We reserve the right to adjust the time and date of any
requested visit to ensure minimal disruptions to the school day and our students’ learning experience. All visitors are required to have an appointment with a school administrator and must check in with the Main Office providing their state-issued identification and visibly wearing their Visitor’s Pass at all times while on Global’s campus.

**Student Cell phone policy**

Global is a “No Phone Zone.” Students are required to leave cell phones or non-school issued electronics at home or secure them in their lockers in the morning. Global provides locks to all students to ensure their items are securely stored throughout the day. Students are never to use their cellphones non-school issued electronics in school and are not permitted to carry them on their person throughout the day.

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 collected and secured in the Front Office. After having a phone collected three times in a quarter, a parent will need to come to the office to pick it up.

**Student supply expectations (locker, binders, calculators)**

**Calculators**

All students that turn in a calculator permission slip form will be assigned a Global calculator to use through their Math teacher. Math teachers will do periodic checks to ensure students are keeping up with their calculator. There is a $50 fee for all unreturned calculators at the end of the school year.

**Student Agendas**

All students will receive a student agenda at the beginning of the year. This agenda should be used in all classes so that students have one place to keep up with all homework 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 three 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 students do not have their agenda they will be issued a temporary agenda and teachers will record the L1-No Pass in Dean's List.

**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.
Uniform policy

Dress Code Policy and Expectations Dress Code Purpose & Intended Outcomes: At Global, our school dress code is a tangible representation of our collective mission. Through our dress code, we seek to achieve the following:

1. Our dress code 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 dress code 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 dress code 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 dress code 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 opportunities for prohibited objects to enter the school building.
5. At Global, the dress code 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, career, and beyond. We also believe our dress code 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 dress code item support, our school is committed to providing assistance. While we seek to minimize the opportunity for a student to incur dress code infractions within our dress code, disciplinary consequences will result for repeated violations of a dress code violation.

Purchasing KIPP Global Collared Shirts and Outerwear

Families can purchase KIPP Global collared shirts and outerwear online at the following website: https://www.frenchtoast.com/schoolbox/schools/kipp-antioch-global-high-school-QS61DEO

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 dress code item, families should share this information with the Office Manager so that we can provide additional resources.
Global Dress Code SY 2023-2024

Tops: Students must wear a Global collared shirt everyday. Students will be allowed to wear KACP collared shirts for the 23-24 school year. Permitted tops are shown below:

Jackets and Sweaters: All jackets worn in the building must be KIPP issued and must be worn with a KIPP collared shirt. Permitted jackets and sweaters are shown below:

Bottoms: All students must wear full-length jean or khaki-style pants or skirts. Students may also wear KACP skirts. Shorts and capri pants are not permitted. Only the following colored bottoms are permitted any shade of Khaki, Navy Blue, Black, and Denim. Colored denim, patterns, or any colors not listed above are not permitted. Athletic pants and sweatpants are not permitted. Rips and frays on any bottoms are NOT permitted. Skirts and dresses must be to the knee. If a student is wearing a dress they must still have a KIPP Global or KACP collared shirt visible.

Permitted and Not Permitted Bottom Examples

<table>
<thead>
<tr>
<th>Approved</th>
<th>Not Approved</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Example 1" /></td>
<td><img src="image2.png" alt="Example 2" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Example 3" /></td>
<td><img src="image4.png" alt="Example 4" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Example 5" /></td>
<td><img src="image6.png" alt="Example 6" /></td>
</tr>
</tbody>
</table>
Shoes: Students may wear any color/pattern closed-toed sneakers or dress shoes. Slides, sandals, house-shoes, and open-toed shoes are not permitted.

<table>
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<tr>
<th>Approved</th>
<th>Not Approved</th>
</tr>
</thead>
</table>

Accessories: Students may wear any jewelry, so long as it is not a distraction to themselves or others. Students may not carry purses or backpacks throughout the school. Phones are not permitted and must stay in lockers. Belts are optional.

Late Pick Ups

Students must be picked up by 4:00 pm. If a student will be picked up late we encourage all parents or guardians to communicate with their student of their pick up time. All staff will be off campus by 4:00 pm. If a student will not be picked up by 4:00 pm we encourage students to walk to the community center and/or library for a safer alternative than waiting outside campus unsupervised.
The community center and library is located in a shared parking lot near the courtyard at Global. Students will have the opportunity to visit both centers free of charge.

**Notification of transportation changes**

We encourage parents/guardians to arrange pick-up of non bus riding students 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.

**Personal belongings**

All students are assigned a locker and given a school lock to use throughout the year. It is the 1st block teacher’s responsibility to track the locker and lock in our Student Supply Tracker for each student. 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. No exceptions.

Students are responsible for their own belongings and keeping them safe. Global will not be held responsible for items that were stolen from lockers that were not assigned or locked.
**Academic Program**

**List of clubs, extracurriculars and after school programs available to students**

Global offers numerous after school clubs and sports. In addition, students may be expected to 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.

Detention runs from 3:50-4:40 Monday through Friday. Detention monitor is a paid position that coordinates with the Culture Team to track attendance, monitor behavior, and uphold Global expectations during the time.

Global athletics, led by our Athletic Director, anticipates offering girls’ and boys’ soccer, girls’ and boys’ basketball, cheerleading, cross country, and track & field. The sports offered at Global are not guaranteed and are dependent on student participation. Coaches are paid stipended positions. All staff members are encouraged to attend at least one game per season when possible to support our hardworking student athletes.

**Athletic/After school eligibility**

KIPP Global follows Tennessee Secondary School Athletic Association (TSSAA) eligibility requirements:
- 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 seven credits the preceding school year if 28 or more credits are required for graduation.
- 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.

Global has the following additional academic and behavioral eligibility expectations to ensure high accountability for our student-athletes:
- A student athlete cannot be failing two or more courses at any time. Students are academically ineligible until the school’s academic tracker updates and shows that the student is no longer failing two or more classes.
- A student athlete with more than three unexcused absences in a quarter is ineligible until after a meeting with the Athletic Director, head coach, and a member of Global’s Attendance Team.
- If a student athlete gets two detentions in a week, the student athlete will meet with the head coach to discuss strategies of improvement.
- If a student athlete skips one detention, he/she is ineligible for the next contest.
- If a student athlete skips two detentions, he/she is suspended from all team activities and could result in removal from the team pending a parent meeting with the student, athletic director, and head coach.
- If a student athlete is sent to the Dean’s Office, or receives a referral out of class, they will be ineligible for competing in the game that day.
- If a student athlete becomes academically ineligible, their coach will notify their caregiver immediately.
- Unless approved by the Principal, students must attend at least one-half of the day's academic schedule for game or practice participation after school.
- Coaches may add eligibility rules for the student-athletes on their team.

Athletic eligibility may be revoked at any time for failure to adhere to the above stated terms for student athletic participation.

**Grading Categories**

*Overall grades are based on work products that address grade/course level content standards.* For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products. Collegiate gradebooks are categorized as follows:

<table>
<thead>
<tr>
<th>Grading Categories</th>
<th>Summative Assessment</th>
<th>Homework</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradebook Weight</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Description**

Summative assignments must be aligned to course-specific standards. Student performance against the standard will be communicated by the grading scale of 0-100%. See below for more specific grading breakdown.

Homework serves a variety of purposes, including building habits for students, spiraling old material, and preparing for future classes. To support students in these skills, homework will be included in a student’s overall quarter grade. **Homework will be graded for accuracy.**

Formative assessments are assignments used to track students’ mastery ahead of their taking a summative assessment. Formative assessments are used to inform decisions regarding spiral review and remediation, and therefore, should be given on a daily basis.

**Examples**

- Midterm and Final exams
- ACT interim assessments
- Unit Tests
- PBAs
- Lab Report (@ end of unit)
- Presentations
- Quizzes assessing mastery of standards
- Readings / Annotations
- DIRT Quizzes
- Delta Math
- Albert.io
- Practice Problems
- Writing Assignments
- Exit Tickets
- Writing Assignments
- Class Discussion
- Recall Practice
- Checks for Understanding

**Gradebook**

- ~ 1 Per Week
- ~ 1 Per Week
- *Formative assessments are not input
<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>into Illuminate for a grade, however they should be given daily to track and respond to student mastery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grading Scale

<table>
<thead>
<tr>
<th>Standard Based Grading Scale</th>
<th>Traditional Grading Scale</th>
<th>Letter Grade</th>
<th>Level of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 to 4.0</td>
<td>90 - 100%</td>
<td>A</td>
<td>Mastered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can <strong>consistently</strong> execute a skill and/or reliably reproduce correct answers at the most complex level of a given standard. Students execute skill without any relevant scaffolds, and make practical application of the skill independently.</td>
</tr>
<tr>
<td>3.0 to 3.49</td>
<td>80 - 89%</td>
<td>B</td>
<td>On Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can <strong>reliably</strong> execute a skill and/or reproduce correct answers at a basic level of a given standard. Students sufficiently demonstrate independent proficiency with more complex applications of the skill/standard (sometimes is successful with independent problem solving, sometimes struggles to move forward and can identify why the struggle is occurring). <strong>Student displays sufficient knowledge/ability to begin building new or subsequent skills.</strong></td>
</tr>
<tr>
<td>2.0 - 2.99</td>
<td>70 - 79%</td>
<td>C</td>
<td>Approaching Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can often sufficiently execute a skill and/or reproduce correct answers at the basic level of a given standard. Students display sufficient knowledge/ability to begin new or subsequent skills.</td>
</tr>
<tr>
<td>1.0 to 1.99</td>
<td>60 - 69%</td>
<td>D</td>
<td>Below Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students can execute a skill and/or produce correct answers at a basic level of a given standard with significant scaffolds at least half of the time. Students display limited knowledge/ability to begin building new or subsequent skills. <strong>AND/OR</strong> Students have not completed a sufficient amount of coursework to reliably determine proficiency level.</td>
</tr>
<tr>
<td>0.0 to 0.99</td>
<td>0 - 59%</td>
<td>F</td>
<td>No Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students have not demonstrated reliable execution of a skill/standard at the most basic grade level expectation. Students do not demonstrate sufficient knowledge/ability</td>
</tr>
</tbody>
</table>
subsequent skills to begin building new or subsequent skills.

AND/OR

Students have not completed a sufficient amount of coursework for credit to be authentically considered.

Cheating and plagiarism policy

Cheating and plagiarism is a serious offense. Therefore, students receive both academic and behavioral consequences for their integrity violations. Global defines plagiarism and cheating as an act or support for an act of academic dishonesty. Academic dishonesty consists of any of the following:

- Copying another person’s work
- Allowing another student to copy work
- Using another person’s thoughts without providing credit or citation
- Turning in someone else’s work as your own
- Intentionally providing false information on an assignment
- Using any online/digital/AI platform to complete assignments (eg: ChatGPT or Google Translate)

Refer to the flow chart below for guidance:

<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, Reset Center (debrief with Dean), caregiver phone call</td>
<td>No credit on the assignment</td>
<td>48 hours to make up assignment for 100% credit</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Level 3 issued + 1 day Reset Center (caregiver meeting)</td>
<td>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>No credit on the assignment</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Credit recovery/Summer school

Students who fail a course during the regular school year (August – May) with a final average below 60 percent and who are in good standing regarding both attendance and conduct are eligible to earn up to two (2) credits during Summer School.

Students must attend every single day of the three-week Summer School and, at the conclusion of the three weeks, they must earn a passing grade of at least a 60 and pass any relevant Summer School final exams to earn a credit. The highest possible grade to earn in a Summer School class is 60 percent. A student’s transcript will denote that the student received this grade through credit recovery. Global will use the online platform Edgenuity to allow students to recover school credits. Once a student passes a Summer School 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 School grade.

Any student who fails more than two (2) courses in an academic year will be reseated in the same course the following year.

Additionally credit recovery may occur during the school year on a case by case basis.

Homework policy

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

At Global, homework is a tool which prepares students to engage thoughtfully and purposefully in academic content. Additionally, completing homework establishes a habit of preparation and organization. Therefore, we assign great importance to homework, and hold students accountable for its completion. To ensure a clear line of communication between students and families, teachers will identify ALL homework for the quarter within the course Syllabus. While all homework will be communicated in the syllabus, not all homework must be graded. Teachers will identify 1 homework a week (minimum) to grade for mastery, not completion.

Number of homework minutes specified below does not include studying; time spent studying is in addition to homework assigned unless assigned homework is “to study” for an upcoming assessment.
### Homework Frequency by Course

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Homework Frequency</th>
<th>Minutes per Assignment/Frequency by Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Course</td>
<td>Assigned nightly, including Fridays.</td>
<td>Up to 60 minutes per assignment on weeknights.</td>
</tr>
<tr>
<td>Non-AP English</td>
<td>Assigned up to 5x per week, Monday - Friday. Major assignments (i.e. essays) may extend over weekends.</td>
<td>Up to 30 minutes per assignment</td>
</tr>
<tr>
<td>Non-AP Core Courses</td>
<td>Assigned 2-4x per week</td>
<td>Up to 30 minutes per assignment</td>
</tr>
<tr>
<td>Elective Course</td>
<td>Generally, no homework is assigned unless it is a major assignment. Occasional 20m assignment, no more than 1x weekly.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Honor Roll/Dean’s List

Students can qualify for the Honor Roll if their semester GPA is at a minimum of 3.5:
- **Honor Roll with Distinction**: all students that have a 4.0 or higher GPA
- **Honor Roll**: all students that have 3.5-3.99 GPA

### Makeup work policy

For Major Summative assignments, students have one week (five school days) to make up missing work, after 5 days it can no longer be submitted. This applies to work that was not submitted on time as well as work missed during an absence. If students submit the assignment within the 5 day window, they are able to receive a grade according to the original Scoring Criteria.

Late homework will not be accepted; absent homework will be counted for full credit only if the student returns the missed work within one week of their return date to school. Any assignment submitted after the 5 days will remain as Missing in the gradebook.

If a student anticipates missing class, it is recommended that they reach out to their teachers immediately. Students are responsible for collecting their make-up work to meet the 5 day policy.
Agenda expectations

All students are given an agenda to record homework and upcoming assignments. It is highly recommended that students use their agenda every day to keep track of homework, quizzes, and major assessments. Students will receive organizational support, including how to utilize their agenda, during Personalized Learning Time (PLT).

Student Culture and Conduct

Culture systems

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

Incentives:
- Merits
- Major Merits
- Earned Opportunities

Consequences:
- 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.

Interventions and Behavioral Supports: The Code of Conduct is one of many tools we use to influence student behavior. In conjunction with this, we also utilize various behavioral and social-emotional interventions for students who may benefit from these additional supports:
- Check-In/Check-Out
- Small Group Interventions
- Student/Caregiver Meeting
Student Behavior Information

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 and academic performance. “Merits” are positive reinforcement points students earn for exemplifying Global 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 7:45am-4:30pm. Merit Reports are sent electronically to students and families on Thursday mornings via email. Please ensure you have signed up to receive Merit Reports.</td>
<td>Merit Reports are sent electronically to students and families on Thursday mornings via email. Please ensure you have signed up to receive Merit Reports via email using your Dean’s List login credentials.</td>
</tr>
</tbody>
</table>

Comprehensive List of Merits and Demerits

<table>
<thead>
<tr>
<th>Merits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arete</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>Kindness</td>
<td>Taking responsibility for the well-being of others.</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>Perseverance</td>
<td>Acting in a positive or solutions-oriented manner in the face of challenges.</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Expressing a strong desire to know or learn something new through feedback.</td>
</tr>
</tbody>
</table>

Habits Feedback

<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>Engagement</td>
<td>Disengaged: staring out the window or drifting off; not tracking the speaker, text, board, or conversation in a classroom or group setting;</td>
</tr>
<tr>
<td>Organization</td>
<td>Disorganized: disheveled binders, many papers strewn about in folders or binders, other class’ work in the wrong folder. (*note – this should not be confused with the unprepared minor demerit; the habits feedback seeks to provide feedback on the student’s organization, particularly as the disorganization does not prohibit the student from full participating in class for the day)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Minor Demerits (L1)</td>
<td>Description</td>
</tr>
<tr>
<td>Minor Dress Code Violation</td>
<td>Any dress code violation that can be fixed in the moment.  ● Examples: Incorrect sweater, pants sagging, etc.  ● Note: Repeated minor uniform violations can result in an escalated consequence</td>
</tr>
<tr>
<td>No Pass</td>
<td>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; student does not have a pass to use  ● Examples: hallways, restroom, in the hallways after school</td>
</tr>
<tr>
<td>Unprepared</td>
<td>Not having any required materials for class.  ● Examples: text for humanities class, calculator for STEM class, no writing utensil</td>
</tr>
<tr>
<td>*Sleeping/Attempting to Sleep</td>
<td>Sleeping in class or drifting off to sleep.  ● If this happens multiple times in a class period, use least invasive practices to get the student to engage in class or Slack student support channel.</td>
</tr>
<tr>
<td>*Not Following Directions/Procedure</td>
<td>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 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</td>
</tr>
<tr>
<td>Profanity</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  ● Example: a milk carton spills on a student in the cafeteria, and the student says, “Oh Sh*t!”</td>
</tr>
<tr>
<td>Horseplay</td>
<td>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</td>
</tr>
<tr>
<td>*Disruptive</td>
<td>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,</td>
</tr>
<tr>
<td>*/**Inappropriate Reaction</td>
<td>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,”</td>
</tr>
<tr>
<td>Major Demerits (L2)</td>
<td>Description</td>
</tr>
<tr>
<td>Late (5 minutes or less)</td>
<td>Arriving to class after the bell but within 5 minutes of the beginning of class</td>
</tr>
<tr>
<td>Phone / Electronics</td>
<td>Having a phone or electronic device out at any point between entry to school and 3:30 p.m.  . Note: Headphones must be stored away unless given explicit directions by the teacher to use in class. Teachers should be sure to inform students of these needed materials at least by day before.  - Phone is collected and stored in a locked safe in the front office; students may retrieve themselves at the end of the school day.  - If phones/electronics become a point of concern then the student may be placed on a Student Success Plan.</td>
</tr>
<tr>
<td>Unauthorized Location</td>
<td>Student is in an unauthorized location without a teacher or staff member  ● Examples: teacher workroom, middle school hallways and areas, main office without permission or reason, the Reset Center without permission or reason.</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Expressed negative attitude 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.  ● Note: This differs from inappropriate reaction in that it is more targeted and intentional.  ● Note: This differs from Major Disrespect in that its impact is less egregious, public, etc., and therefore may not warrant a removal from class.</td>
</tr>
<tr>
<td>Disrespect to Property</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>Ignoring/Refusing</td>
<td>Any student who is asked to comply with an adult’s clear direction or request more than once</td>
</tr>
<tr>
<td>Referable Demerits (L3)</td>
<td>Description</td>
</tr>
<tr>
<td>Major Dress Code Violation</td>
<td>Any dress violation that cannot be fixed in the moment, including if a student needs to go to his/her locker to change something. A pattern of minor uniform infractions can result in a major dress code violation.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Examples: Out of dress code shoes, no KIPP-issued collared shirt, rips in jeans</td>
</tr>
<tr>
<td></td>
<td>• 1st and 2nd offense: (-10) merit points (replacement provided when available)</td>
</tr>
<tr>
<td></td>
<td>• 3rd offense: (-10) merit points and parent phone call (replacement provided when available)</td>
</tr>
<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 redirection, public in impact, or threatening in any way to warrant a student’s removal from the classroom environment. 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 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>Bullying / Harassment</td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td><strong>Verbal and Written:</strong> Saying or writing mean comments about another person: teasing, name-calling, inappropriate sexual, racial or religious comments, taunting, threatening to cause harm.</td>
</tr>
<tr>
<td></td>
<td><strong>Social Bullying:</strong> Leaving someone out on purpose, telling others not to be friends with a particular student, spreading rumors, embarrassing someone in public.</td>
</tr>
<tr>
<td></td>
<td><strong>Cyber Bullying:</strong> Any of the aforementioned definitions of bullying and harassment found to be perpetrated on the internet or through a social media platform.</td>
</tr>
<tr>
<td></td>
<td><em>Note: Egregious or continued forms of this behavior may trigger a suspension or further consequence.</em></td>
</tr>
<tr>
<td>Other</td>
<td>Description</td>
</tr>
<tr>
<td>Suspension (-20)</td>
<td>Student will earn -20 for each suspension day.</td>
</tr>
<tr>
<td>Integrity Violation (-10)</td>
<td>Lying; Cheating on HW, tests, essays; Plagiarism.</td>
</tr>
<tr>
<td>Detention (-0)</td>
<td>Any assignment of detention as a result of accumulated 3+ L2s/L3s. <em>Note: this will not deduct points, but will be used to notify students/families of any detentions earned.</em></td>
</tr>
</tbody>
</table>
Birthday Celebrations

Students are allowed to bring items to celebrate their birthday. Students can store birthday items (cupcakes, balloons, etc.) in their lockers or in the front office. Students can distribute goodies during their scheduled lunch time or PLT/advisory time.

Parent Involvement

Accessing School systems

**Accessing School Systems:**
The systems listed below are available for students and families to track behavior and grades:

**Dean’s List**
Is the system Global 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.

**Illuminate**
Is the system Global uses to track grades. All students will receive access to their Illuminate portal at the beginning of the year. Parents/guardians should work with their students to view Illuminate together.

Communication Expectations - School and Family

**Communication Between Home & School**
Global is intentional about sharing information with students and families in a timely manner.

**Student and Family Communication Schedule:**
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 Global Gazette</td>
<td>Newsletter sent home with important dates and events</td>
<td>Weekly on Thursdays</td>
</tr>
<tr>
<td>Dean’s List Report</td>
<td>Individual student behavior summary</td>
<td>Weekly on Thursdays</td>
</tr>
</tbody>
</table>
Family Engagement & Family Compact/Commitment

Family Engagement Policy
Our goal at KIPP Antioch Global High School is for our families to participate in our school community. This will ensure KIPP Antioch Global High School collaborates with parents in developing the family engagement policy.

KIPP Antioch College Prep Elementary agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child’s learning;
    - (B) families are encouraged to be actively involved in their child’s education at school;
(C) families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) other activities are carried out, such as those described in Section 1116 of the ESSA.

In support of strengthening student academic achievement, KIPP Antioch Global High School receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) families play an integral role in assisting their child’s learning;

(B) families are encouraged to be actively involved in their child’s education at school;

(C) families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and;

(D) other activities are carried out, such as those described in Section 1116 of the ESSA.

KIPP Antioch Global High School will provide the school parent and family engagement policy to parents multiple times a year.

JOINTLY DEVELOPED

KIPP Antioch High School will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- Families will be invited to meetings throughout the school year designated to review, provide input and give feedback on the Family Engagement Policy.
- Families will also have an opportunity to provide ideas and adjustments to the school’s leadership time at any time.
ANNUAL TITLE I MEETING

KIPP Antioch Global High School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the families’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- KIPP Antioch Global High School will hold its Annual Title I meeting during the fall of each school.

COMMUNICATIONS

KIPP Antioch Global High School will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand.

Please see information below on how schools will communicate will families about the parent and family engagement policy:

- KIPP Antioch Global High School will send out a calendar at the beginning of the year with school events.
- KIPP Antioch Global High School will send out a monthly newsletter.
- KIPP Antioch Global High School will attempt to schedule meetings/events to accommodate parents’ schedules in order to maximize attendance.
- Written communication will be translated for families to understand.

Family Compact/Commitment

KIPP Antioch Global High School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

Students: I commit to working in the following ways, while a student at KIPP Antioch Global High School:
I will arrive at school between 7:45-8:00 a.m. and remain at school until 3:30 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 KIPP Antioch Global High School 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 follow all classroom rules and treat my teammates and teachers with respect at all times as we work to prepare for success in high school 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 KIPP Antioch Global High School values: Excellence, Courage, Team, & Growth

Staff: I commit to helping my students develop the skills and confidence to pursue any path-college, career and beyond - in the following ways:

- I will have outstanding attendance at work.
- I will communicate honestly and respectfully with students and students’ families.
- I will return all parent and caregiver communication within 48 hours.
- I will protect the safety, rights, and interests of all students.
- I will hold all students accountable to the school-wide student code of conduct and all school-wide procedures.
- I will hold myself accountable for all students’ learning.
- I will be prepared to teach well-planned, standards-aligned, and engaging lessons each day.
- I will represent KIPP Nashville both on and off campus and speak positively of my students, parents, and teammates.
- I will work to uphold the KIPP Antioch Global High school values.

Parents/Guardians: I commit to helping my student develop the skills and confidence to pursue any path -, career, and beyond - in the following ways:

- I will take responsibility for my student’s actions; I will ensure that my student serves all consequences.
- I will attend all required parent meetings and return all calls from the school within 48 hours.
- I will make sure my student arrives at school by 8:30 a.m. and is picked up by 3:45 p.m. Monday through Friday.
- I will make sure my student only misses school when it is unavoidable and completes all make up work on time.
- I will make sure my student upholds the KIPP Antioch Global High School dress code every day.
- I will ensure my student completes his/her homework and is prepared for school every day.
- I will ensure that my student brings both their Global Chromebook and calculator to school.
every day and cares for them properly.

- I will review grades, attendance, and behavior reports on Deanslist with my student at least once every two weeks.
- I will make sure my contact information (address, phone number, etc.) is accurate and update it whenever necessary.
- I will support my student’s teachers and all KIPP Antioch Global High School staff members and communicate honestly and respectfully with them.
- I will be an active part of the KIPP Antioch Global High School Team and Family.
- I will work to help my student live out the school’s PACK values: Perseverance, Acrete, Continuous Improvement, Kindness

COORDINATION OF SERVICES

KIPP Antioch Global High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

- Partner with local agencies to implement family nights; partner with community organizations.
- Will invite local businesses and community members to interact with grade levels and with special programs.

BUILDING CAPACITY OF SCHOOL STAFF

KIPP Antioch Global High School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school by:

- Teachers/staff will participate in specific training in professional development days geared towards these topics.
- Teachers/staff and parents will collaborate in planning and implementing school events and school leadership meetings.
Forms/Signatures

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 KIPP Antioch Global High School, disciplinary consequences, and/or dismissal from KIPP Antioch Global High School.

Failure to electronically sign and submit this form to the school does not relieve the student from the responsibility of complying with the rules and policies referenced in the KIPP Antioch Global High School Specific Student & Family Handbook.

Student’s Name (First and Last):
__________________________________________________________________________

Parent/Guardian Printed Name:
__________________________________________________________________________

Parent/Guardian Signature: ___________________________________________ Date: ____________