

6/23/2016

# Kestrel Heights School

## 2016-2017



## Elementary School Code of Conduct

[www.kestrelheights.org](http://www.kestrelheights.org)

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Please note the complete School Policy document can be found on our website. <http://khs.kestrelheights.org/>

## **KHS as a Public Charter**

### **How We Learn and What We Learn**

We use the Paideia process to facilitate learning. It is not a curriculum; it is how our teachers teach. The State of North Carolina ([www.ncpublicschools.org](http://www.ncpublicschools.org)) adopted the Common Core and Essential Standards in July 2012. These are the standards our students are expected to reach by the end of each school year. We are friends of Core Knowledge([www.coreknowledge.org](http://www.coreknowledge.org)). This is our base curriculum.

- *“The people have a right to the privilege of education, and it is the duty of the state to guard and maintain that right.”* Constitution of North Carolina, Article 1, Section 15. Another way to state this constitutional concept is that KHS will guarantee each student the opportunity to receive the best public education that the school can provide. Teachers have the right and duty to teach to the best of their ability, and no one student has the right to keep the other students in the class from learning.
- North Carolina charter school law states that charter schools will 1) Improve student learning 2) Increase opportunities for all students 3) Encourage use of different and innovative teaching methods 4) Create new professional learning program opportunities for teachers 4) Provide students with expanded public school opportunities 5) Be accountable for student achievement and 6) Provide the school with a method to change from a rule-based to performance-based accountability
- KHS as a *Paideia* school (see the “*Paideia* Principles” printed on page 2).
- Kestrel Heights High School is college preparatory.

### **Mission Statement**

*Kestrel Heights School provides an environment where academics are emphasized, where children are encouraged to excel and perform at their maximum potential and that promotes creativity and excellence in accordance with the Paideia Principles.*

### **Vision Statement**

*Believing that all children can succeed in a safe and challenging environment, Kestrel Heights School is dedicated to nurturing a community of lifelong learners. KHS will foster this community by establishing high expectations, modeling characteristics of responsible citizens, and focusing on the development of the whole person.*

## Principles

These are the principles of a *Paideia* education:

- That all children can learn
- That, therefore, they all deserve the same quality of schooling, not just the same quantity
- That the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all
- That schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation
- That the three callings for which schooling should prepare all Americans are
  - a) to earn a decent livelihood,
  - b) to be a good citizen of the nation and world, and
  - c) to make a good life for one's self
- That the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause
- That the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion
- That the results of these three types of teaching should be
  - a) the acquisition of organized knowledge,
  - b) the formation of habits of skill in the use of language and mathematics, and
  - c) the growth of the mind's understanding of basic ideas and issues
- That each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievements of other students
- That the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community
- That the principal and faculty of a school should themselves be actively engaged in learning
- That the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching

## **Kestrel Heights Honor Code**

The faculty and staff of Kestrel Heights School strive to impart the qualities of personal honesty and integrity in our students. An honor code has been developed which all students are expected to uphold. When a breach of the honor code occurs, the entire school community is affected because the fundamentals of relating to one another have been violated. It is a rare privilege to live and work in an atmosphere of trust and mutual respect; therefore, each student is expected to guard this privilege.

Kestrel Heights students are expected to conduct themselves in a considerate and responsible manner. They are expected to respect the feelings and rights of others and to be trustworthy and reliable.

A Kestrel student will not lie nor tolerate those who lie

A Kestrel student will not steal nor tolerate those who steal

As a student at Kestrel Heights School, you join an educational community that is committed to excellence in teaching and learning. Students will learn with integrity and honesty;

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of attempting to get credit for academic work by dishonest means. For example, if you copy from someone else's test or use notes or electronic equipment during a test, unless the teacher has given his/her permission.

Plagiarism is presenting the work or ideas of others as your own. For example, if you use the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and represent the work as your own; or if you copy and turn in a paper from the Internet.

Other examples of academic dishonesty: Allowing another student to copy from your paper during a test or giving your homework to another student to plagiarize.

KHS Honor Pledge

*"On my honor, as a Kestrel Heights student, I have neither given nor received unauthorized assistance. I pledge that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code."*

*\*\* Kestrel Heights Honor code was agreed upon by the Kestrel Heights Staff with the help of Benedictine Military School's Honor Code*

## Academic Requirements

Paideia schools believe that assessment is a vital part of the educational process because the purpose of assessment is to evaluate progress and determine the best course for future action—in other words; teachers and students continue to learn as they journey along the educational pathway. In KHS classrooms, some of the assessment tools that we use include quizzes/tests, oral/written projects, discussions, performances, essays, self-/peer-assessment, and rubrics.

The report card is a quarterly tool that is used to help students celebrate their accomplishments, better understand their needs, and determine focus for the next grading period. It is designed to not only give feedback on *academic content*, but also the important foundations of academic success that we call *citizenship* and *effort*.

There are three main components to the report card (Citizenship, Effort, and Academic Content):

- *Citizenship* and *Effort*, which is reported on a scale of 1-5 (with “1” being equivalent to an “F” and “5” to an “A”)
  - **A quick-reference interpretive scale:**

5= “consistently demonstrates.....”	= excellence
4 = “frequently demonstrates.....”	= good
3 = “often demonstrates.....”	= satisfactory
2 = “sometimes demonstrates.....”	= needs improvement
1 = “rarely demonstrates.....”	= unacceptable
- *Academic content*, which
  - **For grades K – 2:**
    - Is reported as a letter grade indicating their mastery level
      - O = Outstanding – performs above grade level
      - S = Satisfactory – performs at grade level
      - N = Needs Improvement – performs below grade level
      - U = Unsatisfactory – performs significantly below grade level
      - N/A = Not Assessable at this time
  - **For grades 3 – 5:**
    - Is reported as a percentage grade and follows the standard grading scale that is used in North Carolina
 

100-90 =	A
89-80 =	B
79-70 =	C
69-60 =	D
<60 =	F
- The comments describe a student’s current strengths and needs and provide guidance for the next quarter.

Progress Reports and Report Cards can be access through the parent portal. Please log-in to have access. **PowerSchool (Parent Portal)**

<https://kestrelheights.powerschool.com/public/home.html>

A letter with your child's unique ID and password will be given upon request.

### **Promotion Standards**

Students with an Individual Education Plan (IEP), identified as English as a Second Language (ESL) student, or with extenuating circumstances will be considered on a case- by- case basis. Student grade level and course placement is at the discretion of the Director.

**To be admitted to Kindergarten**, a child must be 5 years of age by August 31, 2014.

**To be promoted to the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> grade** the following information will be taken into consideration: proficiency in reading and mathematics, growth through diagnostic and summative testing, classroom achievement and grade-level skill mastery.

### **To be promoted to the 4<sup>th</sup> grade**

The North Carolina general Assembly recently passed the Excellent Public Schools Act, which includes the 'North Carolina Read to Achieve' program with the goal of ensuring that every student is reading at or above grade level by the end of the third grade.

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of 2013-2014. The law can be accessed through this link,

<http://www.ncleg.net/Sessions/2011/Bills/Senate/PDF/S795v1.pdf> (pages 38-45).

**To be promoted to 5<sup>th</sup> or 6<sup>th</sup> grade** the following information will be taken into consideration: proficiency in reading and mathematics, growth through diagnostic and summative testing, classroom achievement, EOG State Testing and grade-level skill mastery.

Students entering KHS from other schools will be separately assessed based on past performance. Documentation may include report cards, student work samples, test data (e.g. Iowa Test of Basic Skills), or other information that verifies that a student is capable of grade-level work.

### **Private Kindergarten Grade Level Placement** (beginning the 2016-2017 school year)

North Carolina state law says children must turn five (5) on or before August 31st of the year they will begin Kindergarten. This means if a child enrolls in First grade they must be six (6) on or before August 31. If a student does not meet the age requirement, their initial point of entry into the Kestrel Heights School system is kindergarten. If a child has been through a non-public kindergarten or home schooled, and then applies for Kestrel Heights School, they should apply for enrolled in kindergarten.

Families who want Kestrel Heights Charter School to consider their child/ren for first grade enrollment should follow the standard application process for enrollment in First grade. Their application will be accepted for the lottery. Kestrel Heights Charter School will utilize the following process to determine if First grade is the appropriate placement: Review of paperwork from private school or home school, including but not limited to promotion information. Kestrel Heights School will

base enrollment decisions on nationally recognized testing results the student may have completed. All costs associated with testing and assessments are the responsibility of the applicant's parents or guardians. In some cases KHS may have the student take a series of tests to assess their appropriate grade placement. The final decision regarding first grade enrollment will be made by a school-based committee that shall include the Executive Director (or designee) and/or up to three teachers and/or staff members.

### **Retention Process**

The process and procedures for retaining a student shall be established by the Executive Director, communicated to the teachers, and published annually in the *Parent and Student Handbook*. It shall include specific guidelines for student referral, a timeline of communication, include a team comprised of administration, the student's teachers, and legal parent(s) or guardian(s), and have a process for appeals. The team will make a referral to the school principal. The principal will make the final decision for placement. Grade placement becomes part of student cumulative records and will be forwarded in the event of transfer to another educational venue.

### **Appeals Process**

If a student is retained, then there will be a Promotion Review Board meeting. The board will consist of the Principal and two teachers (one who taught the student and one who did not). The reason(s) for retention is stated and the board will decide on what is best for the student. The board will consider waivers or modifications for students with an Individualized Education Program (IEP) or students of Limited English Proficiency, according to Federal and/or North Carolina regulations and guidelines. The Promotion Review Board may recommend a course of action that needs to be satisfied for promotion to occur. The actions may include the following: making up absences, retaking/passing one or both EOG tests, completing course assignments or anything else the board sees fit for the child to do to be promoted. The Executive Director or his/her designee finalizes promotion decisions. Parents/ Guardians may appeal the Executive Directors decision following the grievance policy.

### **Re-Entry of Suspended or Transfer Students**

The school will readmit students who are suspended or transferred for disciplinary reasons only after a review by the Executive Director. Decisions by the Executive Director may be appealed to the KHS Board of Directors.

### **Hospital/Homebound Services**

**Kestrel Heights School** provides instructional support to school-aged students actively receiving medical treatment for an injury or illness that prevents school attendance.

#### **What is homebound instruction?**

Experienced teachers support students academically using assignments/textbooks or and online materials provided by classroom teachers. They provide instructional assistance in the home and/or mutually agreed upon location to assist with the delivery of new assignments and the return of completed assignments for grading by classroom teachers.

#### **Who is eligible?**

- Students enrolled at Kestrel Heights School.
- Students whose medical absences will exceed four weeks of school
- Students with a medical necessity prohibiting full-time school attendance

Confirmation from the current medical provider will be required to verify reason(s) for school absence and the anticipated date of return to school.

\*Partial school attendance is encouraged to minimize the social and academic impact of extended school absence.

## **Kestrel Heights School Attendance Policy**

### **Attendance**

It is the responsibility of the students to attend school every day. Regular attendance is the best way to ensure that students master the curriculum. We protect instructional time from interruptions and we ask that parents/guardians schedule appointments after school hours. A student is marked absent when s/he misses half of the school day for K-5. A middle and high school student is marked absent when s/he misses 20 minutes or more of a class period.

### **Excused Absences** (all absences not listed are unexcused)

- **Illness or injury:** When the absence results from illness or injury, which prevents the student from being physically able to attend school.
- **Quarantine:** When the student's isolation is ordered by the local health officer or by the State Board of Health.
- **Religious observance:** When a student, or the student's parents or custodians, adhere to a religion in which the tenets require or suggest the observance of a religious event, the parents must seek prior approval from the Executive Director or Principal for such absence. Approval should be granted unless the religious observance or the cumulative effect of religious observances is of such duration as to interfere with the education of the student. The approval of such absences is within the discretion of the Director or Principal.
- **Death in the immediate family:** The immediate family of a student includes, but is not limited to, grandparents, parents and siblings.
- **Medical or dental appointment:** A written excuse from the physician's office must be presented upon the student's return to school.
- **Educational opportunity:** When the student misses school due to a valid educational opportunity that would result in significant educational benefits and obtains prior written approval from the Director or Principal. Parents must submit a written request for educational leave 2 weeks in advance of the absence. No educational absences will be granted during standardized state testing. (Note: Family educational opportunity trips are generally not excused absences if taken during the first twenty (20) day of school or before/after scheduled school holidays.)
- **Court or Administrative Proceedings:** When the student is party to, or is under subpoena as a witness, in the proceedings of a court or administrative tribunal.

### **Unexcused absence or Skipping**

An unexcused absence is an absence based on any reason other than those specified in the Excused Absences section. Such an absence cannot be excused even with a written explanation for the reason of absence.

There will be a school-based disciplinary action for students who choose to “skip school”. School based consequences may include but are not limited to suspension. A student who skips school is defined as a person who does not show up for any part of a class or for the entire academic day without approval from the proper school based authority. There are NO sanctioned skip days for students. It is the parents responsibility to contact the front office and notify the school of any absences.

A student who misses any portion of a school day, except for reasons explained as excused, will not be allowed to participate that day in any school-sponsored activity.

### **Procedures for notifying Kestrel about Absences**

On the day of an absence(s), parents /guardians should email the teacher(s) and the front office administrative assistant stating the reason for the absence no later than 8:30am. An email or written note needs to be provided to the school within three (3) days of the student’s absence for an absence to be counted as excused. An absence may NOT be excused if a note is not provided to the school within three (3) days following the student’s return to school. Phone calls explaining the absence will not be accepted. Any medically excused absence lasting more than three (3) consecutive days must be accompanied with a doctor’s note. All medical or dental appointments need a doctor’s note to be marked as excused.

In all cases of absence (excused, unexcused, tardy absences, and early dismissal absences) students are expected to complete all missed work within the time frame given by teacher.  
example: 1 day absence = 1 day of make up time.

### **Mandatory Attendance**

Students must attend the first day of school or risk losing their right to admission. If a student is absent 10 days within the first 20 days of school, his/her admission spot may be reassigned. Openings created by student withdrawal within the first 20 days of school, will be filled with the next student on the waiting list.

### **Truancy (recurrent unexcused absences)**

If a student is truant, the Principal or designee will write letters to the parents of students with three (3), and six (6) unexcused absences in a school year, reminding them of the obligation to attend school. Parents of students with a total of 15 absences (excused or unexcused) will be required to attend an attendance meeting to create a Action Plan. Students absent more than 20 days

(excused or unexcused) may not be promoted as per North Carolina Compulsory Attendance Law, including N.C.G.S. 115C-378.

### ***School Attendance Intervention Guide K-5***

<b>Number of Absences</b>	<b>Action to be taken</b>
3 unexcused	Automated parent notification
6 unexcused	Letter notification via mail
15 excused and/or unexcused	Letter notification Required conference with the Attendance Committee that includes the Principal and/or designee. An Action Plan will be established. (failure to comply with the Action Plan will result in a Code of Conduct Review Board)
20+ excused and unexcused	Code of Conduct Review Board Retention Committee determines if student should be retained due to absences per state policy; principal can waive decision

### ***School Attendance Intervention Guide 6-12: Attendance Taken in Each Class***

<b>Number of Absences</b>	<b>Action to be taken</b>
3 unexcused absences in one class	Automated parent notification
6 unexcused absences in one class	Letter notification via mail
15 excused and/or unexcused absences in one class	Letter notification Required conference with the Attendance Committee that includes the Principal and/or designee. An Action Plan will be established. (failure to comply with the Action Plan will result in a Code of Conduct Review Board)
20+ excused and unexcused absences in one class	Code of Conduct Review Board Failure of course with highest grade possible being a 55 Retention Committee determines if student should be retained due to absences per state policy; principal can waive decision

### **Tardiness and/or Early Pick-up**

#### ***Tardiness***

It is the responsibility of the students to be on time for school and classes. Excused tardies will only be granted as the student arrives on campus. Once on campus, students need to adhere to the rules and regulations governing their building. Tardiness interrupts instruction for the entire class.

Students who arrive after 7:45am (ES) 8:00 (MS & HS) must report directly to the office and sign in. Parents must accompany their child and sign them in. Lateness may be excused for reasons of student illness, medical or dental appointments, and death/illness in the immediate family with proper documentation from the medical office. Traffic delays, lost items, oversleeping, missed ride, etc. are not valid reasons for tardiness and will be unexcused.

#### *Early Pick-up*

Recurrent early dismissal interrupts the instruction for the entire class. A note signed by a parent stating the time and valid reason why the student needs to leave early must be presented to the school office on the day of the early departure. A parent must sign out the student at the front office. Recurrent early check-outs (to avoid car line waits) will result in the same consequences for tardies and late pick-ups. Students checked out before 11:05 (ES) 11:20 (MS & HS) and who do not return to school are marked as an unexcused absence. After proper written documentation is provided within three (3) days the absence can be changed to excused.

A table below outlines the consequences for unexcused tardies and unexcused early dismissals.

#### ***Unexcused Tardy Intervention Guide K-5***

<b>Number of Occurrences</b>	<b>Action to be taken</b>
5	Letter notification
10	Letter notification
15	Letter notification
20	Letter notification Required conference with the Attendance Committee that includes the Principal and/or designee. An Action Plan will be established. (failure to comply with the Action Plan will result in a Code of Conduct Review Board)
30	Code of Conduct Review Board. Possible loss of placement due to Code of Conduct Violation.

#### ***Unexcused Tardy Intervention Guide 6-12: Tardies Tracked for Each Class***

<b>Number of Occurrences</b>	<b>Action to be taken</b>
Every 3 tardies per one class	Lunch Detention for student (skipped lunch detention will result in ISS) Parent Contact by teacher
10 tardies in one class	Parent Conference with teacher and administrator
20 tardies (total)	Letter notification Required conference with the Attendance Committee that includes the Principal and/or designee. An Action Plan will be established. (failure to comply with the Action Plan will result in a Code of Conduct Review Board)
30 tardies (total)	Code of Conduct Review Board. Possible loss of placement due to Code of Conduct Violation.

#### **Late Pick-up**

Students must be supervised at all times while on campus. Parents who arrive after car line has ended at 3:00pm (ES) 3:30 (MS & HS) infringe on the time of the classroom teacher who must change their afternoon schedule to accommodate late parents. Though emergency late pick-ups

are understandable, routinely picking up students late will result in school-based consequences. Younger siblings may not accompany older siblings to after school activities. Sibling carpool dismissal will not be an option if the older sibling fails to pick up the younger sibling on time.

Younger siblings who transfer to the care of an older sibling during car line need to be picked up no later than the end of the older sibling's car line. Older siblings who pick up younger siblings from another building cannot be responsible for supervising their sibling(s) during after school activities, such as practices or clubs. In this case, parents need to arrange for car line pickup of their younger student from the younger student's car line. Failure to comply so will be considered a "late pickup" and will be subject to the "late pickup" policy outlined below.

Students who are still on campus after car line has ended are required to stay at their school. For example, middle school students may not wait for their ride at the high school. Any student found on another building's campus will be required to meet with the building principal and disciplinary actions, including suspension, may occur.

***Unexcused Late Pick-up***  
***(also applies to students being picked up from after school activities)***

<b>Number of Occurrences</b>	<b>Action to be taken</b>
0-2	No action
3	Required conference with the student's teacher
4	Required conference with the Principal
5+	Code of Conduct Review Board. Possible loss of placement due to Code of Conduct Violation.

**Elementary School Start and End Times**

Drop-Off Begins: 7:15AM

School Begins: 7:45AM

Dismissal: 2:30PM/ Carline ends at 3:00PM

Early Release Days

Dismissal: 11:05AM/ Carline ends at 11:30AM

**Middle School Start and End Times**

Drop-off Begins: 7:30AM

School Begins: 8:00AM

Dismissal: 3:00PM/ Carline ends at 3:30PM

Early Release Days

Dismissal: 11:20AM/ Carline ends at 11:50AM

**High School Start and End Times**

Drop-off Begins: 7:30AM

School Begins: 8:00AM

Dismissal: 2:52PM/ Carline ends at 3:30PM

Early Release Days

Dismissal: 11:20AM/ Carline ends at 11:50AM

## **Code of Student Conduct**

Each student in the Kestrel Heights Schools is responsible for exhibiting the highest standards of behavior. The code of student conduct sets out system wide expectations for student behavior designed to provide the best possible school climate. This code does not restrict the authority of teachers, site-based teams, principals, or the executive director to make individual school or class rules.

Each teacher has a classroom management plan that they share with students and parents/guardians at the beginning of the year. This plan includes a method for documentation of incidents, a log of parent phone calls or contacts, and a mechanism for student reflection about the misbehavior.

Applicability of Code: All students shall comply with the Code of Student Conduct while on educational property, which includes any school building or bus, school campus, grounds, recreational area, athletic field, or other property under the control of the Kestrel Heights School board. Students may also be disciplined for conduct that occurs off educational property that violates this Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

The Code of Conduct is based on “the Four R’s”: *Respect Yourself, Respect Others, Respect the Environment, and Responsibility*. The discipline policies at KHS support the instructional program by enforcing the *Code of Conduct* and school policies. Policies are constructed that:

- provide a safe environment where students can learn and teachers can teach
- allow teachers some classroom management flexibility within their classrooms
- provide students with choices and corresponding consequences that are fair and implemented on a consistent basis

### **Definitions**

- Day or Days – school days excluding teacher workdays, holidays, vacations days and weekends.
- Destructive Device - Destructive device. – An explosive, incendiary, or poison gas:
  - Bomb.
  - Grenade.
  - Rocket having a propellant charge of more than four ounces.
  - Missile having an explosive or incendiary charge of more than one quarter ounce.
  - Mine.
  - Device similar to any of the devices listed.
- Expulsion – permanent exclusion of a student from registering, enrolling or attending any Durham Public school. This exclusion also includes riding in a school-owned or operated

vehicle and prohibits the student from participating in school activities or entering any school property.

- Firearm – Any of the following:
  - A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
  - The frame or receiver of any such weapon.
  - Any firearm muffler or firearm silencer.
  - The term “firearm” does not include an inoperable antique firearm, BB gun, stun gun, air rifle, or air pistol.
- Long-Term Suspension – exclusion from the school to which the student was assigned at the time of the disciplinary action and from participation in school activities or events for a period in excess of ten days but not to exceed the remainder of the school year, except that if the offense leading to the long-term suspension occurs in the final quarter of the school year, the exclusion may extend to the end of the first semester of the following school year.
- Parent – includes the natural parent, legal guardian, legal custodian or other caregiver adult who is acting in the place of a parent and is entitled under state law to enroll the student in school.
- Principal – includes the principal and the principal’s designee.
- School Personnel – includes the following:
  - Any Board employee
  - Any person working on school grounds or at a school function under a contract or written agreement with the school system to provide educational or related services to students;
  - Any person working on school grounds or at a school function for another agency providing educational or related services to students.
- Short-term suspension – exclusion from school and participation in school activities or events for up to ten days.
- Reports to Law Enforcement:
  - When a principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnappings, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, possession of a controlled substance in violation of the law, assault on a school employee, robbery, armed robbery, homicide, manslaughter, or death by vehicle, the principal shall report the act to the appropriate local law enforcement agency, notify parents/guardians of any alleged student victim of a violent crime and notify the Executive Director or designee.
  - Notification must occur in writing or by electronic mail by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The Executive Director must also provide the information to the school board.

- The principal may notify law enforcement of any other potential criminal conduct or incident which may jeopardize the safety, security or well-being of the school environment.

### **Consequences and Behavioral Interventions**

Violation of Board policies, the Code of Student Conduct, regulations issued by the individual school or an individual teacher, or North Carolina law may result in disciplinary action. Principals shall inform students at the beginning of each school year of the contents of this policy and any school rules that may result in discipline. Most disciplinary consequences can occur with the student remaining in an educational environment. In-school disciplinary consequences available to principals may include, for example: behavior contracts, peer mediation, in-school suspension, conflict resolution, detention, restitution, loss of privileges, and school or community service. When, in the judgment of the school principal, a student's behavior warrants an out-of-school suspension, the principal may impose a short-term suspension or, for more serious violations of the Code of Conduct, may recommend a long-term suspension, a 365-day suspension, or expulsion. Suspensions of greater than ten days are reserved for serious misconduct which either threatens the safety of others within the school or threatens to substantially disrupt the educational environment.

### **Aggravating or Mitigating Circumstances**

In determining the appropriate consequence for a violation of this Code, principals shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history,
  - including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;
- Whether a weapon was involved and whether any injury resulted.

The Student Code of Conduct Rules are leveled, indicating the severity of the violation and the type of consequence. The principal shall inform students of local school rules that, if broken, may result in suspension from school.

**Level I** – Level I rule violations should generally result in in-school interventions in lieu of out-of-school suspensions. In cases where a student refuses to participate in the in-school interventions or engages in persistent violations of a Level I rule, or other aggravating factors are present, the principal may impose a short-term suspension. Level I rule violations may not result in long-term suspension. Any short-term suspension for truancy or tardiness shall not exceed two school days and shall only occur following documented interventions. Consistent level I violation

can result in a student being excluded from the school. Please see School Policy Manual pages ?? for specific infractions.

**Level II** – Level II rule violations involve more serious misconduct that may warrant short-term suspension. Principals may recommend a long-term suspension based upon the presence of aggravating factors. Any long-term suspension recommendation is subject to the appeal procedure. Consistent level II violation can result in a student being excluded from the school. Please see School Policy Manual pages?? for specific infractions.

**Level III** – Level III rule violations are more severe in nature and support long-term suspension. The principal may impose a short-term suspension based on mitigating factors. Please see School Policy Manual pages?? for specific infractions

**Level IV** – Level IV rule violations compromise the safety and welfare of students and staff and require a suspension of a specific length under the North Carolina General Statutes. Please see School Policy Manual pages?? for specific infractions

**Level V** – Level V allows for expulsion of a student, as provided by state statute, for a violation of the Code of Conduct, if the student is fourteen (14) years of age or older and the student's behavior indicates that his/her continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, any student who is a registered sex offender under N.C. *General Statute 14-208 may be expelled consistent with state law*. Please see School Policy Manual pages?? for specific infractions

### **Discrimination, Harassment and Bullying Policy**

KESTREL HEIGHTS CHARTER SCHOOL, Inc. Board of Directors acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities

#### **Harassment**

The Kestrel Heights School Board believes that all staff and students are entitled to work and learn in school-related environments that are free of harassment. At KHS, harassment is generally divided into two categories: general harassment and sexual harassment. Harassment of any type will not be tolerated at KHS.

The KHS Board prohibits staff and students from participating in any form of harassment. Complaints of harassment should be made to the principal or reported directly to the Executive Director. Harassment between students is a serious violation of the *Code of Conduct* and may result in suspension or expulsion of the offender.

#### Bullying Policy

***As defined by North Carolina under Senate Bill 526***

**"§ 115C-407.5. Bullying and harassing behavior.**

(a) "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

- (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

(b) No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

(c) No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.

(d) A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

(e) A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

([http://www.bullypolice.org/NC\\_law2009.pdf](http://www.bullypolice.org/NC_law2009.pdf))

At Kestrel Heights this includes the following: a child should not be discriminated against or harassed on the grounds of their real or perceived sexual orientation (currently passed by the NC House)

### General Harassment

General harassment is also known as bullying. According to Garrity and Baris (1992), there are four basic types of bullying that are listed below along with some of the behaviors that are characteristic for each type:

*Physical aggression* is characterized by pushing, shoving, spitting, kicking, hitting, defacing property, taunting, and locking in a closed or confined space

*Social alienation* is characterized by gossiping, embarrassing, setting up to look foolish, spreading (malicious) rumors, ethnic slurs, setting up to take the blame, public humiliation, (malicious) excluding from a group, and social rejection or total isolation

*Verbal aggression* is characterized by mocking, name calling, dirty looks, teasing about clothing/possessions/appearance, and intimidating phone calls/e-mails

*Intimidation* is characterized by threatening to reveal personal information, graffiti, public challenging to do something, defacing property, playing a dirty trick, taking possessions such as lunch or clothing, coercion, and extortion.

## Sexual Harassment

Sexual harassment is defined as “words or actions of a sexual nature that are unwelcome or unwanted.” Sexual harassment is illegal under federal law. Title IX of the 1972 Education Act says that no person in the United States shall, on the basis of gender, be: excluded from participation in, denied the benefits of, or subjected to discrimination under any education program or activity receiving federal financial assistance. As a public school, KHS is covered by this legislation. Title IX allows the U.S. Department of Education to investigate complaints, order remedies, and withhold funding from educational institutions in violation. The Department of Education’s Office of Civil Rights administers Title IX.

Sexual harassment is unwelcome/unwanted words or actions of a sexual nature. Unwelcome means that the staff member or student does not request or invite the conduct and views it as offensive and undesirable. Any unwanted sexual behavior can be sexual harassment, even if the behavior has been tolerated in the past due to the victim’s fear of consequences (such as intimidation or retaliation). A student may feel that objecting would increase the harassing conduct, or feel too embarrassed, confused, or fearful to complain or resist. It is also possible that a student who willingly participates in conduct on one occasion may later decide that the same conduct on a subsequent occasion has become unwelcome. As long as the behavior is unwelcome and creates a hostile environment, it is harassment.

A hostile environment exists when sexual harassment is repeated and/or severe, and when it makes it difficult to learn or participate in schoolwork or school activities. It can affect other people and not just the person targeted. This type of harassment occurs when unwelcome sexually harassing conduct is severe, persistent, or pervasive, creating an environment that is intimidating, abusive or threatening.

“Quid pro quo” is a legal term that means something for something. This form of sexual harassment involves one person (or persons) asking to trade sexual favors for “something.” In relationship to KHS, that “something” could be a copy of a paper that a student plagiarizes or a grade given to a student by a staff member, both in trade for sexual favors.

A student does not have to report a sexual harassment incident for an investigation to begin if a staff member knows or, in the exercise of reasonable care, should have known about the harassment. Once a sexual harassment claim is made, it will be promptly and thoroughly investigated. The actions taken will be consistent with ending the sexual harassment, eliminating the hostile environment if one is created, and attempting to prevent the harassment from occurring again.

### Examples of Sexual Harassment

- Accidentally brushing sexual parts (breasts or buttocks)
- Describing or possessing pornography
- Discussing sexual experiences
- Hooting, lip-smacking, leering
- Inappropriate gifts (i.e. underwear)
- Indecent exposure
- Invading a person’s space
- Obscene phone calls
- Pressuring for dates or sexual services

Public display of affection  
 Sexual comments about another's body  
 Sexual rumors, jokes, letters, notes, or stories  
 Sexually explicit gestures

Please see School Policy section for further details on Harassment Investigation Procedure, Prohibited Behaviors and Consequences, Application of Policy, Definitions, Reporting, Training, Notice, and Records and Reporting.

## **Discipline**

### Principals and Executive Director

The principal and executive director shall have authority to exercise discipline over the pupils of the school. The principal may suspend a student for 10 days or less or recommend long-term suspension or expulsion of a student.

A principal may choose to delegate to an individual or group the authority to make or review disciplinary decisions, but the final responsibility for making or recommending those decisions shall rest with the principal.

### Teachers and Staff

According to Legal Reference: G.S.115C-307(a), teachers and staff have a responsibility to maintain order and discipline. "It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools."

A teacher may not suspend a student from school nor may he/she permanently remove a child from a classroom. A teacher should report serious misconduct to the principal or designee for appropriate disciplinary action.

Responsibility for each pupil's conduct should be assumed by all teachers and staff of the school. Teachers and staff are obligated to accept this responsibility wherever they are in the classroom, halls, restrooms, and gym, on the school grounds or at school-sponsored events.

### School Staff Responsibility for Discipline

All staff members should assume their responsibility as adults to help maintain good order in the school.

### Executive Director

The Executive Director is authorized to establish regulations for student control and discipline as necessary to implement and promote good discipline.

## **Personal Searches**

Whenever a faculty member has reasonable cause to believe a student is concealing materials, possession of which is prohibited in policies, rules, or regulations of the school or something that could cause injury to adults or students on campus, the executive director, principal or designee

may search the student's person and/or the student's personal possessions, including student-assigned school lockers and car. The basic search may consist of requiring the students to empty pockets; to reveal contents of wallets, purses, backpacks and books; or to remove shoes and coats. Any items that violate school policy will be confiscated until further notice; possession of any illegal substances will result in the proper authorities being contacted.

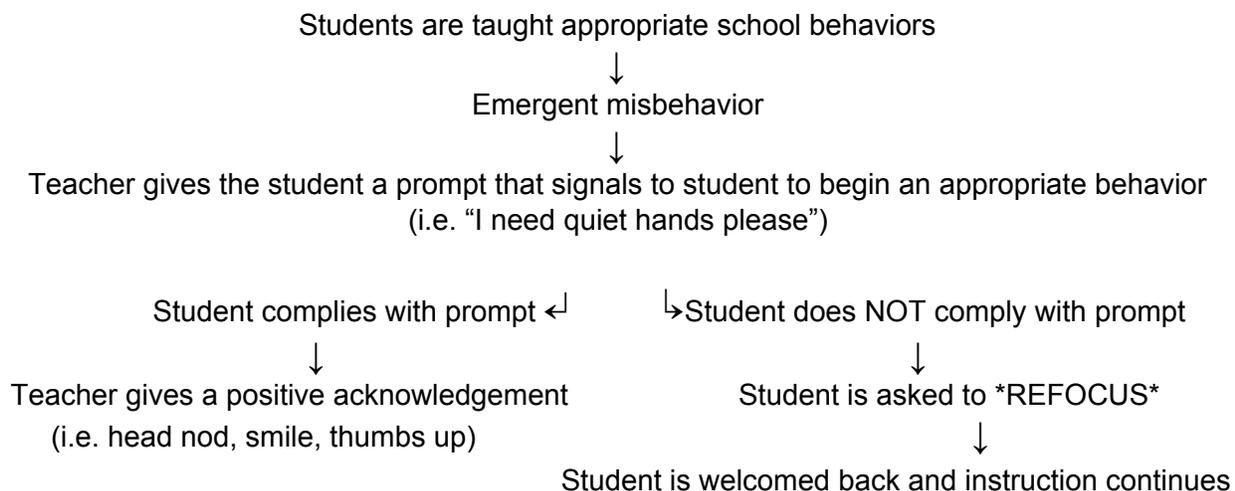
## KHES Behavior Model

Kestrel students are held accountable for appropriate school behaviors that foster learning, respect, and safety. It is our belief that we can only hold students accountable to behaviors that we have systematically taught and modeled. The beginning of each year is dedicated to establishing nurturing relationships with our students and teaching positive, appropriate school behaviors and expectations.

### Discipline Plan for Low-Level Behaviors

Examples of low-level behaviors include but aren't limited to: noncompliance with directives, disruptive behavior, failure to follow school procedures and expectations, inappropriate interactions with classmates and/or faculty.

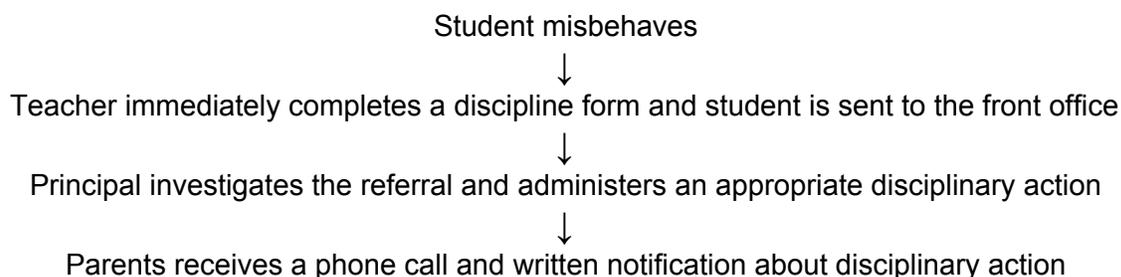
\*REFOCUS: The process in which a child reflects on their inappropriate behavior. In a designated space, students complete a REFOCUS form on which they explain the motivation behind their behavior and what they should have done differently. The student also creates a plan on how to respond to similar situations in the future.



### Discipline Plan for High-Level Behaviors

Examples of high-level behaviors include but aren't limited to: physical and verbal aggression, sexual harassment, damaging school or personal property, graffiti, stealing, leaving the building without permission, bringing drugs or weapons onto school property, refusing to REFOCUS

Student are taught appropriate behaviors  
↓



### **Student Review Board Process**

At Kestrel Heights we believe that teachers, counselors, administrators, parents, and student are all invested in the total development of the child. As a result KHS has a unique process that allows all key stakeholders a voice in making major decisions about a students. We feel that those who work most closely with the student have a better understanding of the needs of the student and as a result we have empowered those individuals to lead the process. The following section details the Student Review Board (SRB) process.

Any staff member may call for a student review board hearing. The SRB will consist of two (2) teachers who work directly with the student and two (2) teachers who do not work with the students. The counselor and an EC teacher are highly recommended to be in attendance but not required. The school principal will be in attendance but they are only there to facilitate the process, help with interventions and suggestions, inform the group of written policies and laws, and provide feedback on the availability of resources (human and capital).

The parent and student are encouraged to attend so that they can be an active part of the process. The SRB can meet without the parent if two (2) documented attempts were made to invite the parental unit or if the parent elects not to attend.

The SRB is empowered to make a wide range of suggestions as it pertains to the student. The parent can follow the grievance policy if they disagree with the decision of the SRB. Since the principal is a non-voting member of the SRB, the first step of the grievance would be to the principal. Please note that the SRB cannot out of school suspend a student, only the principal or assistant principal can suspend a student from school. The SRB can make the recommendation to the principal for an out of school suspension.

Exclusion: In rare cases the SRB may recommend Exclusion from school if they meet the criteria established in the Exclusion Policy.

Please note that the Executive Director will make the final decision as it pertains to exclusion; the SRB will only make the recommendation to the Executive Director. Parents can appeal the decision of exclusion by following the grievance procedure at the board level since the executive director determined the exclusion.

## **Grievance Procedure for Parents and Students**

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems affecting parents and students. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

A parents and students grievance is defined as the formal written claim by a Kestrel Heights School parent or student that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or Kestrel Heights School policies.

It is desirable for grievances to be resolved through free and informal communications. A parent and student should first attempt to resolve any grievance through discussion with the employee. If a grievance cannot be resolved at this level, the aggrieved parent or student may request a grievance conference with the supervisor.

Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal. The Board prohibits retaliation against a parent or student who files a grievance under this policy. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

### **Step I**

**Supervisor Conference.** A parent or student wishing to invoke the grievance procedure shall make a written request for a conference with the supervisor. The request shall describe the grievance and name the specific policy, rule, or law in question. The following additional guidelines shall be observed in Step I:

1. A grievance shall be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the grievance.
2. The supervisor shall grant the conference within five (5) workdays following receipt of the request. The supervisor will state in writing his/her position on the question to the parent or student within five (5) workdays following the conference.
3. The supervisor conference should involve the employee and the parent and/or student only, unless they both agree to include other participants.

### **Step II**

**Appeal to the Executive Director.** If the grievance is not resolved at Step I, the parent or student may appeal the supervisor's decision in writing to the Executive Director.

1. The appeal must be made within five (5) workdays following receipt of the supervisor's written response (see guideline 2 of Step I above).
2. The Executive Director or designee shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal.
3. A written response shall be made to the parent and/or student and the supervisor from the Executive Director or designee within five (5) workdays following the review.
4. The aggrieved party may appeal the Executive Director decision to the Board of Directors. The appeal must be made within five (5) workdays following receipt of the Executive Director's response.

### **Step III**

**Appeal to the Board of Directors.** A panel of the Board consisting of three (3) members shall hear the grievance. Any appeal to the Board panel shall be on the record unless the panel

determines that additional information may be presented. At the appeal hearing, each side shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing of the panel's decision within five (5) workdays. The Board panel may affirm, disaffirm, or modify the decision of the Executive Director. The Executive Director will develop a grievance form to assist in recording each step of the grievance process. If the Board panel fails to reach a unanimous decision on the grievance, the matter will be reviewed by the full Board for a final decision.

## **Technology Policy for Students**

### **Electronic Media Policy**

The Executive Director shall dictate to the principals for each school level the expectations regarding the usage of electronic media for instructional purposes. The process should involve clear criteria and alignment to the overall educational plan of the school.

### **Acceptable Use Policy (AUP) for Technology and Network Access**

The Internet is an extremely valuable tool which makes many resources from all over the world available to students and teachers. It brings information, data, images and computer software into the classroom from places that may be otherwise unavailable. Access to these resources can support individual and group projects, curriculum materials, and allow students to exchange information with peers and mentors throughout the world. Kestrel Heights School believes that it is important to develop clear policies and guidelines for students' use of the technology. Because technology and related network activities are a part of a student's daily routine, the school's Code of Conduct applies to all technology related activities and the Technology Use Policy below should be considered as an extension of the school's policies.

### **Technology Use Policy**

Our policy for using technology is intended to make the network more reliable and secure for the users who depend on it daily. These rules are intended, among other purposes, to keep our students and faculty safe and to minimize the time spent administering the network so that more time is available for educational purposes. Any attempt to manipulate security provisions will be considered as a violation of the acceptable use policy.

The acceptable use of technology requires that users:

- Log in using only their user name/password.
- Only run software that is supplied by the school.
- Only use the scanner, printer or other devices attached to the network with permission and under the supervision of KHS faculty.
- Do not access or transmit, either internally or externally, any materials that may be considered pornographic or sexual in nature, demeaning or libelous, copyrighted, in violation of either Federal law or the KHS code of Conduct.
- Do not engage in online bullying, harassment or any other behavior deemed as such by the administration.
- Do not access any site that is not used for educational purposes.

- Understand that system administrators have the right to access, view, or delete any files from the network including email, documents and internet logs.
- May not maliciously use the network to develop programs that harass others, infiltrate a computer or computer system and/or damage the software components of the computers or computer system.
- Do not vandalize, violate or attempt to violate, the security and operation of school computers and/or equipment.

Inappropriate use of the school's network system may result in termination of the student's user privileges, liability for damages, and/or further disciplinary action as deemed appropriate by the school's administration.

## **Safety and Security**

Kestrel Heights School will have procedures in place outlining the actions and responsibilities of staff and administration in addressing the following issues:

Evacuation Fire Evacuation Non-Fire Hazardous Materials Lockdown-Perimeter Lockdown-Full Serious Medical Emergency Severe Weather (tornado; hurricane; etc.) Public Health Emergency Student in Crisis

It is the responsibility of the Executive Director to insure the procedures are current and applicable and that all applicable parties are aware of the procedures.

The Executive Director is also responsible for making sure that drills occur on a regular basis.

These procedures will be reviewed annually by the administration and the safety committee and submitted to the board for discussion. If there are any changes or revisions that must be made between annual reviews, it is the responsibility of the Executive Director to immediately notify the staff and provide written notification to the Kestrel Heights Charter School Board of Directors.

For additional information regarding any of these procedures, interested parties may contact the school administration.

### **Safety Threat Policy**

Unfortunately, many American public schools have recently become the site for violent acts committed by youth against students, teachers and property. One common denominator that is becoming evident with these tragic incidents is the inability of school personnel or other adults in charge to understand and deal with student perpetrators' needs or problems. At KHS, we are working hard to understand our students' needs and teach them what it means to be a responsible citizen. We also strive to help our students create a sense of community—respect for themselves, others and their environment.

The following procedures will be followed in the event that Kestrel Heights School is involved in a safety threat as defined as the discharge/threat of a weapon, fire, detonation of an explosive, fire, or any other event that could result in serious injury or damage to person or property.

### ***Bomb Threat***

The Executive Director or designee will be immediately notified, who in turn will call 911.

If the Director cannot be located, the person who knows of a bomb threat (or the impending occurrence of) will call 911.

Students will be instructed to not touch any "foreign" object(s), such as a box, briefcase, etc.

No student will enter into the hallways from the classrooms.

All teachers will bring their roll books with them and check that their students are present.

Teachers will remain outside until given an "all clear" signal from the Executive Director.

### ***Fire Threat***

Each year the Durham Fire Department performs a fire prevention readiness inspection at the school.

The Director will be immediately notified, who in turn will call 911.

If the Director cannot be located, the person who knows of a fire (or the impending occurrence of) will call 911.

No student will enter into the hallways from the classrooms.

Teachers/staff not supervising students at the time of the incident will perform the role of building sweepers.

These sweepers will sweep the building.

All teachers will bring their roll books with them and check that their students are present.

Teachers will remain outside until given an "all clear" signal from the Director.

### ***Weapon Threat***

Teachers will gather their students in a classroom, lock the door(s), and close any window blinds.

Students will be positioned against the wall to the side of the door to minimize their being targeted.

Teachers should call the Director and/or 911, and stay on the line.

Teachers will remain in their classrooms until given an "all clear" signal from the Director.

## **KHES Health Service Information**

Please fill out and return your child's Student Information and Student Health/PE Information form.

This information must be updated annually to enable us to contact you in case of an emergency. **If any information changes during the school year, contact the school immediately.**

### **Guidelines for Administration of Medication during School Hours**

The goal of this medication policy is to assure system-wide consistency and set clear guidelines for safe and efficient medication administration.

Confidentiality must be maintained when administering medication to students at school according to the Family Education Rights and Privacy Act (FERPA) and State Confidentiality Laws.

- The Kestrel Height Charter School discourages administration of medication to students during the school day when medicine could be taken outside of school hours.
- The parent or legal guardian must complete and sign the Student Agreement for Self-Carried Medication and the Request for Medication Administration in School (signed by a physician) for ALL medications given at school whether prescription or over-the-counter (OTC) medications.
- All over-the-counter, prescription, homeopathic and supplement medications must be in their original containers with unexpired dates and labeled in English. Prescription medications must be clearly labeled with the physician's name, medications' name, strength, dosage, date, time for administration, and dispensing pharmacy. Parent/Guardian must provide over-the-counter medications to the school. We do not have OTC medications to dispense.
- If your student has a life-threatening condition (i.e. asthma, diabetes, or severe allergy), permission may be granted to carry the medication (such as an inhaler, glucose tablet, epinephrine injector or

internal Insulin pump) on his or her person from the Student Agreement for Self-Carried Medication form.

- Parents may come to the school and give medication to their child at appropriate times.

See the Guidelines for Administration of Medication during School Hours Policy for further details.

### Student Illness/Injury

The main reasons for keeping a student home from school are he/she is too sick to participate comfortably at school or might spread a contagious disease to other students. If your student has been diagnosed with a contagious disease, please contact the school so other students parents and school staff may be alerted of the symptoms

### ***Reasons Your Child will be Sent Home from School***

#### **1. Fever > 100 degrees F or 37.8 degrees Celsius**

Student should stay home until there is NO FEVER for 24 Hours WITHOUT MEDICATION. Call your doctor if the fever is with pain, rash, weakness, vomiting or diarrhea.

#### **2. Vomiting or Diarrhea**

Student should stay home with ONE event of vomiting or water diarrhea. Call your doctor if vomiting or diarrhea continues with fever, rash or weakness.

#### **3. Drainage from a wound, rash or eyes**

Student should stay home with drainage from a wound, rash, or eyes (includes pink eye, ringworm, and unexplained rash). If your student has a suspected case of pink eye or ring worm, we will need a doctor's note to confirm a diagnosis/treatment before student may return to school.

#### **4. Head Lice or Scabies**

Student should stay home until after treatment complete and no lice or nits for 24 hours. Also, if there is a child with nits found in a class, the entire class will be checked and the parents will be notified. Contact the health department or your doctor for treatment. The student must be cleared to return to school.

**Your student may not return to school until he/she has been fever-free and symptom-free for ONE FULL school day** (i.e. If your child goes home sick at 11:00am on Monday, your child can not return to school until Wednesday morning.). When there is doubt in your mind about sending your student to school, consult your doctor.

## Uniform Dress Code

KHS believes that a uniform dress code is an important part of a safe, orderly school environment where the focus is on students learning how to become respectful, responsible young citizens. The policy allows for some student choice, yet establishes parameters for acceptable dress. Students at KHS should be in “uniform” from the time they arrive at school until they leave campus for the day.

**The principal will review the uniform dress code annually and publish the requirements in the student handbook each year. Any student not in dress code will have to get in dress code or parents will be called to bring proper dress attire or will be sent home.**

The following is a description of appropriate dress for students:

### Pants:

- Tan/Khaki, black, or navy blue pants/shorts for boys (twill material or corduroy)
- Tan/Khaki, black, or navy blue pants/shorts/skirts/skorts/jumpers/polo dresses (red dresses okay) for girls. (If students wear skirts or dresses; shorts, leggings or tights must be worn underneath in dress code colors.)
- Shorts length must be appropriate length (no shorter than the tips of fingers when down straight by the sides of the body). If pants sag then some type of belt or elastic is required.
- The following materials are NOT allowed: denim material, sweat pant material, “shiny” nylon material, legging material, jogger style pants, skinny pants, no elastic around the bottom of pant legs.

### Shirts:

- Shirts will be pullover, button polo, long/short sleeve in solid white, black, primary red, or navy blue.
- Button down dress shirts are NOT within dress code.
- Shirttails must be completely tucked in during the regular day. Belt loops/waist line must be visible when shirts are tucked in. No “blousing” shirts (tucking in shirt and folding over waistline).
- Logos and wording on the outside of shirts are NOT allowed (except for Kestrel Heights logo)
- Shirts need to be buttoned up enough to be appropriate for the educational setting (The Principal will be the final say on what is appropriate, shirts should not be revealing).

### Sweatshirts/Sweaters/Fleece:

- Solid-colored sweatshirts, sweaters, or fleece (same colors as dress code shirts) are permitted. Polo shirts need to be worn under any outer wear.
- Hoodies on sweatshirts are not allowed.
- Logos and wording on the outside of sweatshirts/turtlenecks/sweaters are NOT allowed (except for Kestrel Heights logo).
- Sweatshirt-like full or half zippers in dress code colors are allowed.
- Outerwear jackets are not to be worn in the classroom.

### Shoes:

- Shoes (with laces tied) should be comfortable and have non-skid rubber soles. We recommend that students wear tennis or other “sport” shoes that are in good repair. Closed toe shoes only. Shoes must be worn at all times, unless classroom teacher allows it for a class activity.

- **No Flip-flops**, high heeled shoes, or bedroom slippers are allowed.

### Undergarments

- Any visible clothing (examples include undershirts, leggings, turtlenecks, etc) worn under the dress code must also be in one of the 4 colors (primary red, black, white, navy blue) and they cannot have any writing or emblems on them.
- Leggings or tights do not count as pants and cannot make up the lengths for short shorts, short skirts, or short dresses (all outer clothing must meet the elementary fingertip rule).

### Jewelry/headgear/extra external garments:

- Bows and headbands are allowed; animal ears or character bands are considered toys and are not allowed in school.
- Non-prescription eyewear is not allowed at school.
- Pierced ornamental jewelry is allowed but can be banned on an individual basis if it becomes a distraction.
- Necklaces may be worn but must be tucked under the student's shirt.
- Clothing required by the tenets of a student's religious tradition, such as headscarves or yarmulkes are allowed.
- Gloves are to be removed during the school day (7:30 am- 2:15 pm) unless the class is involved in an outside activity and the weather deems them appropriate
- Vests (other than sweater vests in KHS dress code colors) are not permitted.
- Bracelets that cause any distraction will be asked to be taken off.
- No Electronic belt buckles are allowed. Other belt buckles that cause a general distraction will not be allowed either; this includes but is not limited to skulls, crowns, or other distracting items.
- Anything worn by student that is causing a distraction to the school environment will be addressed by school staff, which could include removal of distracting item.
- Hats are not to be worn in the school building.
- Scarves (unless for religious reasons) are not allowed.

### Dress Down Days and Friday Days

- Every Friday students will be allowed to wear any **unaltered** KHS shirt (no missing sleeves, no writing on shirts, etc.). These KHS shirts can be any KHS shirt bought through KHS. No "homemade" KHS shirts are allowed. Unaltered KHS logo sweat pants are allowed this day.
- The **first Friday** of each month is designated as dress down day.
- Students can lose their dress down days as a school, grade, group, or individually. Examples of reasons for losing dress down day are behavior and overall effort.
- During dress down days, students are allowed to wear clothes that are "appropriate" for school or they may wear dress code clothes. Clothes **not allowed** include shirts or blouses without sleeves, or shirts/blouses that expose cleavage or the abdominal area; skirts or shorts with lengths that do not touch a student's fingertips when the student is standing with hands by his/her side; and clothing with vulgar or alcohol-, drug- or tobacco-related language. The "Other" category described in the preceding paragraph should also be followed. Students with questions about appropriate clothing should check with one of their teachers.
- No bedtime clothes are allowed during dress down days. Examples include bath robes and PJs.
- Teachers and Administration reserve the right to designate special dress days. (i.e. spirit week, presentation days)

## **General School Information**

### **Volunteers**

Kestrel Heights School welcomes volunteers to assist our students in a wide range of activities. We treasure our volunteers and encourage others who have time to work with us. Please take an active role in our school community. Each volunteer needs to complete and return a volunteer form at the beginning of each school year. A criminal background check may be conducted but the school will check the registered sex offender database. Please note, in order to attend any field trip, KHS requires each adult chaperone be cleared. If at any time you think you might be volunteering during the year, please fill out the form at the beginning of the year for each parent or family member. All parents/guardians/relatives who want to chaperone field trips, work in the classroom or any position where you are working with students one-on-one or small groups **MUST** complete a volunteer application. Forms may take up to 2 weeks to validate. Volunteers are bound by the standards of conduct applicable to school employees. The principal may terminate the services of a volunteer if the principal deems appropriate.

### **Registered Sex Offenders Policy**

Pursuant to Session Law 2008-117, *The Jessica Lunsford Act for North Carolina* (the "Act"), the General Assembly of North Carolina has recognized that sex offenders often pose a high risk of engaging in sex offenses after being released from incarceration or commitment and that the protection of students from sex offenders while on school property and at school-sponsored activities serves an important governmental interest.

Through the adoption of this policy, the Kestrel Heights Charter School, Inc., Board of Directors desires to implement rules to effectuate the purposes of the Act.

### **Guardianship**

Please give paperwork to the front office if there are any changes to guardianship.

### **Toys**

Students should not bring toys, trading cards, or any other play items to school as they are a distraction to learning.

### **Class Celebrations**

If you are bringing in edible items for class celebrations, please check with your child's teacher for possible food allergies.

### **Contacting Teachers**

You will be able to leave a message if you call during class. The best way to contact your child's teacher is via email. All Kestrel staff emails will be [lastname@kestrelheights.org](mailto:lastname@kestrelheights.org).

## Assemblies

At all times, student behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, inappropriate clapping, boisterousness, and talking during a program. Students are to sit in their assigned seats/area. Misbehavior will not be tolerated, and the offending student(s) will be removed from the location and not allowed to attend future assemblies.

## Clubs

Each year we offer different clubs for students.

Club Eligibility:

KHS students must earn the privilege of participating in a club. Academic content grades for courses taken are obviously important assessments, but students can participate in clubs long as they are respectful, responsible students who actively put forth their best effort in the classroom.

- To participate in clubs, students must have a passing in their content areas, “3” or higher in citizenship and effort each class in order to stay in the club.
- If a student is suspended the student will not participate in any club meeting or activities that day.
- A student must be present a minimum of ½ day of the school day to be eligible to participate in any extra-curricular event for the same day.
- *Each club may have rules that have higher academic and behavioral requirements that will supersede the minimum requirements.*

Each student is evaluated twice a quarter: at mid-quarter progress report time and at the end of the quarter. Students who earn a “1” in citizenship or effort on their progress report or report card **will be dismissed from the club.**

## School Closure Policy

School must be in session for 1025 instructional hours per year or 185 instructional days. The Executive Director will provide students and staff a list of make-up days that will be board approved and utilized if the school is closed for weather or other unforeseen reasons

## Inclement Weather

In case of inclement weather (snow, sleet, ice, hurricane or tornado) KHS will follow the response of the Durham Public Schools (DPS). If DPS announces on the radio, television or Internet that they have a 2-hour delay of school then KHS will also have a 2-hour delay. If Durham Public Schools cancels school for the day, then KHS is also cancelled for that day. If DPS opens school and it is later announced that DPS will close during the day due to inclement weather, then KHS will also cancel school for the remainder of the day. Any day that KHS cancels school will also mean that KHS-sponsored after school activities (tutoring, sports, etc.) are cancelled.

In case of a tornado or hurricane watch (when conditions are conducive to bad weather forming), KHS personnel will keep classroom teachers advised as the situation develops. In case of a

tornado or hurricane “warning” (when a tornado or hurricane is imminent to the area), then staff will get students to safe locations in the building, depending on location of students.

## Appendix I

## KESTREL HEIGHTS SCHOOL – 2016/2017 STUDENT CALENDAR

Hours: High School/Middle School 8:00 am – 3:00 pm    Elementary 7:45 am – 2:30 pm

JULY 2016						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
AUGUST 2016						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
SEPTEMBER 2016						
S	M	T	W	TH	F	S
				1	2	3
4	5H	6	7	8	9	10
11	12	13	14	15	16WI	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
OCTOBER 2016						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21*	22
23	24V	25V	26V	27V	28V	29
30	31WI					
NOVEMBER 2016						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11H	12
13	14	15	16	17	18	19
20	21	22	23V	24H	25H	26
27	28	29	30			
DECEMBER 2016						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9WI	10
11	12	13	14	15	16	17
18	19	20	21	22V	23V	24
25	26H	27V	28V	29V	30V	31

AUGUST	
August 22, First Day of School	
SEPTEMBER	
September 5, Labor Day	
September 16 – Teacher Workday	
OCTOBER	
October 21, End of Quarter 1	
October 24-28, Fall Break	
October 31, Teacher Workday	
NOVEMBER	
November 4, Quarter 1 SAR	
November 11, Veterans Day	
November 23-25, Thanksgiving Holiday	
DECEMBER	
December 9, Teacher Workday	
December 22-30, Winter Break	
JANUARY	
January 2, Winter Break	
January 16, Martin Luther King Holiday	
January 20, End of Quarter 2/Semester 1	
January 23, Teacher Workday	
January 27, Quarter 2/Semester 1 SAR	
FEBRUARY	
February 17, Teacher Workday	
MARCH	
March 24, End of Quarter 3	
March 27, Teacher Workday	
March 31, Quarter 3 SAR	
APRIL	
April 10-17, Spring Break	
MAY	
May 12, Teacher Workday	
May 26, Teacher Workday	
May 29, Memorial Day	
JUNE	
June 13, Last Day of School	

INCLEMENT WEATHER DAYS	
September 16	October 31
December 9	January 23
February 17	March 27
April 17	May 12
May 26	

CALENDAR KEY	
↙	First/Last Day
V	Vacation
H	Holiday
*	End of Quarter
I	Inclement Weather Make up Day
W	Teacher Workday

JANUARY 2017						
S	M	T	W	TH	F	S
1	2H	3	4	5	6	7
8	9	10	11	12	13	14
15	16H	17	18	19	20*	21
22	23WI	24	25	26	27	28
29	30	31				
FEBRUARY 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17WI	18
19	20	21	22	23	24	25
26	27	28				
MARCH 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24*	25
26	27WI	28	29	30	31	
APRIL 2017						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10V	11V	12V	13V	14H	15
16	17HI	18	19	20	21	22
23	24	25	26	27	28	29
30						
MAY 2017						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12WI	13
14	15	16	17	18	19	20
21	22	23	24	25	26WI	27
28	29H	30	31			
JUNE 2017						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**(Detach return this signed form to your child's school by Monday August 29, 2016.)**

## **Acknowledgement of Student Code of Conduct**

This Student Code of Conduct is a document designed to provide rules, expectations, and consequences for student behavior. **Students and parents/guardians have the responsibility to know and respect the rules as described in the Student Code of Conduct.** We ask that you review the Student Code of Conduct and with your child(ren) and have a discussion regarding school expectations.

Please sign below and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct. Return the signed sheet to your child's teacher by August 24, 2015; or within your child's first ten school days at Kestrel Heights School.

### **To be completed by all students and parents/guardians**

I have received a copy of the Kestrel Heights Elementary Code of Conduct. I understand that all students are expected to abide by these rules. I also understand that principals and teachers may develop rules that are necessary for the efficient operation of school, and such rules may not be included in this publication.

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Student Signature

Date

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Parent/Guardian Signature

Date