

Endeavor Charter School

Parent and Student Handbook 2026-2027



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Endeavor's Mission, Vision, and Mascot

Endeavor Mission Statement:

Endeavor Charter School's mission is to engage K-8 students by integrating a challenging, hands-on academic program with multi-faceted fine arts courses in a familial environment.

Endeavor Vision Statement:

Endeavor Charter School's vision is a community of educators and families working together to graduate students who are motivated and curious, capable and confident, and prepared to make a positive impact on the world around them.

Endeavor's Mascot & Colors:

Endeavor Charter School is the Home of the Pride, a family of lions. We represent this with a lion illustration. Our school colors are light blue and black.

About ECS

General Information:

Endeavor Charter School was founded in 2008 by three career public school teachers (Steve McAdams, Christi Whiteside, and Maija McAdams) with an idea of what a public school could be. ECS moved to Wake Forest in 2014, and expanded its facility and enrollment in 2021.

- Endeavor's core philosophy is guided by the words of Aristotle, "We learn by doing."
- ECS is widely known for integrating a challenging "hands-on" academic program with a creative enrichment program in a familial environment.
- Dynamic teachers, supportive families and energetic students are at the core of Endeavor's success, consistently placing Endeavor in the top 3% of North Carolina schools each year.
- The school serves approximately 799 students in grades K-8, with 500+ households typically spanning Wake, Durham, Franklin and Johnston counties.
- Endeavor Charter School is not affiliated with any school system, but is a one-school school system, independently managed and operated by the ECS administration and Board of Directors.

- Endeavor Charter School makes independent decisions regarding calendar, staff, materials, weather delays, special events, curriculum, etc.
- ECS must follow all state and federal requirements.
- ECS Enrollment is lottery based.
- Endeavor Charter School is a PUBLIC SCHOOL.
- Endeavor Charter School is a school of choice, and as such, parents have other educational choices available to them. These choices include traditional district schools, private schools, other charter schools, and home schools.

Board of Directors:

Endeavor Charter School is a non-profit organization. As a non-profit, Endeavor is governed by a Board of Directors. The Board of Directors has between seven and eleven members. The primary responsibilities include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. All board meetings are open to the public. Members and dates are available on the [ECS website](#).

Funding:

- Funding is based on student enrollment and home counties, but only partial funding follows students to charters leaving all charters with a funding deficit.
- This funding deficit makes fund raising efforts essential to the sustainability of Endeavor's programs.
- All NC charter schools are tuition-free.
- Families able to help support Endeavor financially should refer to the website's [Join Us](#) tab which outlines ways to support the Annual Fund including corporate matching opportunities.

Admission

Age requirement:

In order to be eligible to enter Kindergarten in NC, a child must reach the age of five on or before August 31st of the year in which they are presented for enrollment. If their 5th birthday falls on or after September 1st, the child is not eligible to enroll. Please visit the [State Board of Education](#) website for more information.

Health Assessment Requirement:

In compliance with North Carolina law, all students entering Kindergarten must present a completed [NC Health Assessment Form](#) by the first day of school entry. The assessment must have been completed within the last 12 months. If not received by the 30th calendar day of school, students missing this requirement will be prohibited from attending school until the form is completed.

All students who are new residents of North Carolina or who are entering a public school in North Carolina for the first time are required to complete the [Health Assessment](#).

Additional Admission Information:

Complete information regarding our [admission process and application](#) is located on the ECS website. Be sure to review the Frequently Asked Questions section on the website as well as information in this

handbook regarding required immunizations. (see Student Health and Medication section of the ECS Student and Family Handbook)

Withdrawal Procedure:

If a parent would like to withdraw their child from Endeavor, they should fill out the online [Student Withdrawal Form](#). Parents are required to list their student's next school on the form at the time of withdrawal. If the student will be homeschooled, the state-issued homeschool identification number must be provided for the student to be withdrawn. A records request for one of our current students from a new school can be considered a withdrawal request; if a legitimate records request is received, the records will be sent, and that student will be withdrawn from Endeavor.

ECS Parent Expectations: Supporting Student Success

At Endeavor Charter School, we recognize that our students benefit most when parents and educators work together. As such, we need each family to support student growth in the following ways:

- Ensure your child's consistent, full day school attendance (see Attendance section of the ECS Student and Family Handbook.)
- Work with our staff to strengthen your child's academic progress by:
 - Reading your grade level newsletter and talking to your child about content they are learning in school. Ask open ended questions (Why? How?).
 - Reviewing your grade level newsletter to ensure homework is being completed and tests are being studied for over multiple days.
 - Becoming aware of the content taught at each grade through DPI's [Parent and Family Content Support Guides](#). Be sure to scroll to the end and review the At-Home Connections and Challenges to Anticipate!
 - Reviewing our quarterly [Growing our Readers](#) guides found in our Weekly update and on our website for helping early readers.
- Strengthen your child's citizenship, especially social skills, and respect for others by:
 - Reviewing the NC Department of Public Instruction's description of [Social Emotional Learning](#).
 - Reviewing the behavioral expectations for Endeavor students with your child each year (see Behavior section of the ECS Student and Family Handbook)
 - Discussing the Morning Meeting focus for each week with your child.
 - Reviewing your child's Class Dojo report on a regular basis
 - Discussing social situations and behavior violations with your child as they occur to help him/her learn positive ways to navigate difficult situations
 - Helping your child see differences in people as a strength for our community.
- Strengthen your child's realization of high expectations and setting lifelong learning goals by:
 - Helping your child understand that learning is the goal, the grade is only an indicator of learning.
 - Helping your child understand that struggling and working hard are indicators of growth.
 - Praising hard work!
 - Additional resources: [5 Ways to Set 'High Expectations' Without 'High Pressure'](#) ,

[Twenty Ways You Can Help Your Children Succeed At School](#) , [How Parents Help Children Achieve Goals](#) , and [3 Ways to Help Your Child Become a Lifelong Learner](#)

- Ensure consistent communication between the school and your home by:
 - Ensuring ECS always has at least two sets of accurate contact information in case of emergency.
 - Attending parent information events including: Meet the Teacher (typically 2 days before the first day of each school year) and Curriculum Night (typically 3-4 weeks into first quarter each school year). Specific information can be found on the ECS master calendar and in weekly updates prior to each event.
 - Reading communications from the school and the grade level.
 - Regularly reviewing Infinite Campus grades and attendance information for your students in grades 3-8.
 - Regularly reviewing Class Dojo information for your students in grades K-8.
 - Regularly joining your student on campus for lunch and recess and special events including Family Fun Fest, Field Day, Men at Work days, Fun Run, athletic events, and more.

Parent's Guide to Student Achievement (PGSA)

Based on Parents' Bill of Rights - SB 49; Session Law 2023-106

It is the goal of Endeavor Charter School to offer parents and guardians access to information regarding student achievement via the Parent's Guide to Student Achievement (PGSA). This document offers shortcuts to information located throughout our Student and Family Handbook which fulfill the requirements of the Parents Bill of Rights policy. Should you wish to obtain paper copies of this document and its contents, you can make a request at the front office.

1a) How can my child be promoted to the next grade level?		<p>The following are the relevant State and local requirements for a child to be promoted to the next grade level. The relevant part of this link is found in Part 1A (pp. 15-28) regarding retention, promotion, alternatives to show reading proficiency, etc. N.C. Grade Level Promotion Guide.</p> <p>Endeavor Charter School's Promotion and Accountability procedures can be found in this Parent and Student Handbook in the section titled: Promotion Expectations</p>
1c) How can parents learn about their children's progress in school		<p>Endeavor Charter School provides each family information about their child's progress in many ways.</p> <p>Endeavor Charter School's Promotion and Accountability procedures can be found in this Parent and Student Handbook in the section titled: Assessment</p>

or in a class?		
1d) What are the qualifications of my child's teachers?		<p>Parents may look up your child's teacher licensure status at this website</p> <p>The licensure look up webpage does not include current employment information. Parents may need additional information (i.e., middle name or license number) to identify the teacher accurately. Substitute teachers (either short or long term) may not hold a NC teaching license.</p> <p>For specifics about an ECS educator not located on this site, contact Christi Whiteside at cwhiteside@endeavorcharter.com to verify an educator's licensure status.</p>
1e) What are the requirements for school enrollment? What are the immunizations needed or recommended for children?		<p>The following are the North Carolina statutory school entry requirements, this includes required immunizations:</p> <ul style="list-style-type: none"> - Admission requirements: GS 115C-364.pdf (ncleg.gov) - Immunization records: GS 130A-155.pdf (ncleg.gov) - Immunization requirements: GS 130A-152.pdf (ncleg.gov) NC GS 130 A-152 graphic (*this law was amended but is not reflected on the current GA page; see SL2023-134.pdf (ncleg.gov), Section 5.8(e) on page 64") <p>Information on required health assessments and immunizations for students are available through the North Carolina Department of Health and Human Services (NCDHHS). NCDHHS Immunizations Resources</p> <ul style="list-style-type: none"> - Expected Immunization Schedules <ul style="list-style-type: none"> - Kindergarten Entry Vaccine Requirements - Seventh Grade Entry Vaccine Requirement <p>Endeavor Charter School's Health procedures can be found in this Parent and Student Handbook in the section titled: Student Health & Medication. Requirements for enrollment can be found in this Parent and Student Handbook in the section titled: Admission.</p>
2a) How can parents help their children learn and make		<p>Engaging with your child about school and what they are learning is pivotal to their learning process.</p> <ul style="list-style-type: none"> ● Ask questions daily about your child's school day. ● Inquire about topics and assignments they are learning. ● Connect with teachers to understand your child's progress. ● Ask the teachers how you can help your child learn. ● Attend different events at your child's school to stay

<p>progress ?</p>		<p>connected and learn how to support them.</p> <p>Parent Guides for Academic Standards: The following grade level guides contain information to support parents and caregivers with understanding the North Carolina Standard Course of Study. The purpose of these guides is to inform parents about the standards, as well as provide useful strategies to incorporate at home. Parent Guides for ELA Math Parent Guides: K-5, 6-8 Social Studies Parent Guides Science Parent Guides</p> <p>Reading and Literacy Support: This following site provides resources for families to practice and reinforce important literacy skills with their children who are being assessed with mCLASS reading assessments: Amplify Parent Resources</p> <p>Home activities, printables, and games to support reading and literacy are also available at North Carolina's Digital Children's Reading Initiative (DCRI). These activities include the following topics, Pre-K-Grade 5: (1) Phonemic awareness (2) Phonics (3) Vocabulary (4) Fluency (5) Comprehension (6) Oral language</p> <p>Endeavor Charter School's parent guide to supporting student academic growth can be found in this Parent and Student Handbook in the section titled: ECS Parent Expectations.</p>
<p>2b) How can parents help their children develop citizenship, social skills and respect for others?</p>		<p>Endeavor Charter School utilizes Morning Meeting as a time for students to learn more about character strengths and how we can all display them each and every day.</p> <p>Endeavor Charter School's parent guide to supporting student social-emotional growth can be found in this Parent and Student Handbook in the section titled: Social-Emotional Learning and Behavior.</p>

2c) How can a parent strengthen communication with the school/teacher?		<p>Communication with parents and families is very important to us. Our website is the primary way that we communicate with parents, students and the community.</p> <p>Additionally, Endeavor Charter School uses the following platforms for communication between home/school</p> <ul style="list-style-type: none"> ○ Email via Constant Contact (www.constantcontact.com) ○ Facebook (https://www.facebook.com/endeavorcharter/) ○ X (formerly Twitter) (https://x.com/EndeavorCharter) ○ Instagram (https://www.instagram.com/endeavorcharter/) ○ Youtube (https://www.youtube.com/@EndeavorCharterSchool) ○ Class Dojo (https://www.classdojo.com/) <p>The following are NCDPI developed parent guides that provide suggestions for building strong relationships with your child's teacher and supporting communication between home and school.</p> <p>Building Strong Relationships with Your Child's Teacher (NC Rethink Education Program)</p> <p>How You Can Use Questions to Support Your Child's Learning (NC Rethink Education Program)</p> <p>Additional general parent guides and parent resource webinar recordings can be found at the following website.</p> <p>Endeavor Charter School's parent guide to strengthening home-school communication can be found in this Parent and Student Handbook in the section titled: Communication, Website, and Social Media</p>
3) What services are available for parents		<p>Families who qualify for Free and Reduced Lunch are offered food support and other support throughout the school year.</p> <p>Families who may need information regarding other community resources, including those for mental health support, should contact an ECS school counselor.</p>

and their children?		
4) What are opportunities for parents to participate with school?		<p>Volunteer with ECS</p> <p>Endeavor Charter School’s parent guide to volunteering for Endeavor Charter School can be found in this Parent and Student Handbook in the section titled: PAWS & Volunteer Opportunities</p>
5. What are the rigorous academic programs available to my child? How can I learn more about them?		<p>Endeavor Charter School provides a range of opportunities and experiences for students to explore and develop their interests and skills. The NC Standard Course of Study forms the basis for all lessons and activities. IXL is a tool used to assess student progress toward essential skills in reading and mathematics.</p> <p>Daily Fine Arts and Enrichment courses for students in all grades K-8 provide students experiences in subject matter beyond the traditional classroom.</p> <p>At Endeavor Charter School, students are often provided the following services:</p> <ul style="list-style-type: none"> • Differentiated instruction with flexible student groups; • Accelerated middle school math program • Enrichment experiences, which may be during the school day or beyond, and may be on or off campus
6) What school choices are available for my child?		<p>All in North Carolina students are assigned to a traditional public school based on their home address. Information regarding these schools can be found on the website for the county school system.</p> <p>If you are interested in other NC charter schools, visit NC charter school for information, resources, and contacts.</p> <p>Nonpublic education is overseen by the NC Department of Administration.</p> <p>For a list of private schools, visit this NC Private Schools.</p> <p>For information on how to start a homeschool visit: Homeschool Information</p>

		Scholarship grant programs/voucher information is available via the NC State Education Assistance Authority
7) What rights do students with disabilities have based on the law?		<p>For students suspected of or identified with a disability by the Individuals with Disabilities Education Act (IDEA), the following links provide important information regarding the procedural safeguards available to ensure a free, appropriate, public education.</p> <p>Parents Rights and Responsibilities in Special Education: Notice of Procedural Safeguards (English) Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards Handbook (Spanish)</p> <p>Endeavor Charter School's Exceptional Children procedures can be found in this Parent and Student Handbook in the section titled: Exceptional Children and in the Exceptional Children section of the ECS website.</p>
8) What is the contact information for the schools and district office?		<p>Parents and guardians may contact Endeavor Charter School at 919-848-0333.</p> <p>Endeavor Charter School website Endeavor Charter School Staff Directory</p>
9) What are some resources to support my child's health and wellbeing? What immunizations are required		<p>The following are the North Carolina's required immunizations:</p> <ul style="list-style-type: none"> - Immunization records: GS 130A-155.pdf (ncleg.gov) - Immunization requirements: GS 130A-152.pdf (ncleg.gov) NC GS 130 A-152 graphic (*this law was amended but is not reflected on the current GA page; see SL2023-134.pdf (ncleg.gov), Section 5.8(e) on page 64") <p>Information on required health assessments and immunizations for students are available through the North Carolina Department of Health and Human Services (NCDHHS). NCDHHS Immunizations Resources</p> <ul style="list-style-type: none"> - Expected Immunization Schedules <ul style="list-style-type: none"> - Kindergarten Entry Vaccine Requirements - Seventh Grade Entry Vaccine Requirement

and when should they be scheduled?		Endeavor Charter School's Health procedures can be found in this Parent and Student Handbook in the section titled: Student Health & Medication . Requirements for enrollment can be found in this Parent and Student Handbook in the section titled: Admission .
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Parent's Bill of Rights (SB49) Policy

A parent has the following rights, which are further explained in the [Parent's Bill of Rights \(SB49\) Policy](#):

- The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157.
- The right to request an evaluation of their child for an academically or intellectually gifted program, if such a program is offered, or for identification as a child with a disability, as provided in Article 9 of G.S. 114. process?
- The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of G.S. 114.
- The right to access information relating to the School's policies for promotion or retention, including high school graduation requirements. (see Assessment section of ECS Parent and Student Handbook)
- The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course and the student's attendance. (see Assessment section of ECS Parent and Student Handbook)
- The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements.
- The right to participate in parent-teacher organizations, including [ECS's PAWS](#). This information will be provided directly from the parent-teacher organization.
- The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of G.S. 114.
- The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of G.S. 114.
- The right to review all available records of materials their child has borrowed from a school library.

Instructional Day for Students

Student School Hours:

8:40am—3:15pm (Morning carpool= 8:10-8:40, Afternoon carpool= 3:15-3:45)

Calendar:

Endeavor Charter School operates on a modified year-round calendar. The current school year calendar can be found on the [website](#), under Resources. There is also a Google Calendar on the homepage.

Morning Care and After Care:

- ECS will offer Morning Care from 7:00am-8:10am in The Commons and the gymnasium or on the playground in good weather.

- ECS will offer After Care from 3:45pm-6:00pm in the MPR, the playground, etc. Students will be supervised by a team of ECS staff members during both Morning Care and After Care programs.
- Information about enrolling in Morning Care and After Care is available on our [website](#).
- Families needing occasional morning or afternoon care may do so with no prior arrangement at a fee of [\\$15 per child for Morning Care](#) and [\\$35 per child for After Care](#), per visit payable at the time of arrival or in advance via the Morning Care and After Care Zeffy links.
- After Care late pick up fee- A fee of \$5 for the first 10 minutes and \$1 for each additional minute thereafter will be charged and payable at the time of pick up.carpooldress code
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Early Check Outs:

Students may not be checked out after 2:30pm due to the impacts to our carpool.

Early Release Days:

- On early release days, students will not eat lunch or have recess at school, and they will be dismissed at 12:00.
- Carpool runs from 12:00-12:30.
- Thank you for your prompt pick-up so that teachers can begin scheduled staff development quickly.
- Please ensure that new carpool drivers are provided details about our procedures.
- If you pick your child up before 12:00, your child will be present for less than half the school day and will therefore be counted absent for that day.

Homework:

Homework is an opportunity for students to practice skills learned that day or to prepare for tomorrow's learning. Generally, students in each grade should expect nightly homework. A guide to the time required for a typical learner to complete each grade level's homework is below. Studying for tests or completing major projects could increase these times.

K-1 Weekly homework to practice early literacy and math skills

2-3 20-30 minutes nightly average

4-5 40-50 minutes nightly average

6-8 1.5 hours nightly average (math=30 minutes max)

8th Grade Semester Courses of Math 1 & 2 may have additional homework.

Inclement Weather Procedures:

Endeavor Charter School does NOT follow the Wake County Public Schools' decision during inclement weather. In case of severe weather, watch WRAL-TV or visit their website to obtain information on Endeavor Charter School delays and closings. An e-mail notification will be sent to the email address on record at the school and the information will be posted on our website. Parents should remind their students to bring home anything they might need if there is any indication that weather might close school on the following day.

Lunch And Recess

Lunch:

Elementary School	Middle School
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<ul style="list-style-type: none"> • Two staff lunch supervisors will oversee The Lion's Den. • Three to four parent volunteers for the grade level distribute Cafe Days food, manage spills, and help students as needed. 	<ul style="list-style-type: none"> • Two staff lunch supervisors will oversee The Commons. • Two to three parent volunteers for the grade level distribute Cafe Days food, manage volume, and help students as needed.
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- Parents are encouraged to sign up via the [link](#) on our website and weekly newsletter.
- All students will need to bring a healthy lunch from home if they have not ordered Cafe Days, the hot lunch program coordinated by PAWS Volunteers.
- Families must send plastic utensils if students will need them for their lunch.
- **Students may not bring sodas to campus.**
- Water is the only thing students should consume outside of lunch and snack.
- Students may not bring breakfast to eat on campus. Items such as Starbucks drinks, breakfast food, donuts, etc. Must be in a closed container and saved for lunch or snack.
- Students may not receive any outside deliveries (ex: balloons, flowers, lunch, etc.)

Snack:

All grades will have a designated snack time during the day. A snack should be something healthy that can be eaten quickly, without mess, and without utensils. Examples of an appropriate snack are a granola bar, string cheese, or a bag of crackers. Examples of inappropriate snacks include candy, an applesauce cup which requires a spoon, or an entire sandwich.

Recess:

All K-8 students have 20-30 minutes of outdoor recess each day. Indoor recess is held in classrooms for grades K-5 and in the commons for grades 6-8 in the case of inclement or extreme weather. Middle School students may elect to utilize Flex Time and complete homework and/or study in lieu of recess. Students may not use digital devices to complete work during Flex Time.

- Parent volunteers are essential for ensuring the safety of students in all grades during recess.
- Parent volunteers should spread out on the playground or The Courtyard to ensure all students and all areas are well supervised and rules are enforced.
- Recess concerns regarding safety, injury, or misbehavior should be referred to the staff member on duty.
- No food, candy or drinks other than water are allowed at recess.

Gum: Gum may not be chewed on campus. Students caught chewing gum will be issued a disciplinary consequence.

Academics

Endeavor's Philosophy: "We Learn by Doing."

Curriculum:

ECS follows the [NC curriculum standards](#). Teachers are encouraged to use hands-on learning activities as much as possible to deliver content. Endeavor provides students a rigorous academic program and in-depth Fine Arts and Enrichment and elective courses.

Core Courses:

Kindergarten & 1st	2nd and 3rd*	4th and 5th*	6th through 8th*
Literacy Block: <ul style="list-style-type: none"> • Phonemic awareness • Phonics (Whole group and guided groups) • Reading (Whole group and guided groups) • Writing Math: Whole group and guided groups Science Social Studies	4 core courses: <ul style="list-style-type: none"> • Reading • Writing • Math • Science and Social Studies alternate by quarter 	4 core courses: <ul style="list-style-type: none"> • Reading • Math • Science • Social Studies Writing will be embedded in Reading, Social Studies and Science by quarter	4 core courses: <ul style="list-style-type: none"> • English Language Arts • Math • Science • Social Studies

*Students in grades 2-8 switch classrooms during the school day.

Fine Arts and Enrichment and Elective Classes:

Grades K-5	Grades 6-8
<ul style="list-style-type: none"> • The enrichment classes consist of music, art, drama, STEAM (grades 1-8 only), PE, and Second Step (Kindergarten only). • Elementary classes in grades K-5 take one of these year-long classes each day. 	<ul style="list-style-type: none"> • Students in grades 6-8 participate in two electives per semester. • The classes alternate on an A day - B day schedule five days per week. • 7th and 8th grade students are offered the opportunity to select their preferred choices and great effort is made to place students in one or more of their choices each semester. • Choices are presented at the end of the school year for the coming year. These courses provide academic, artistic, physical, or social emotional growth for students in grades 6-8.

Library:

- The ECS library is located in room 406.
- Students may check in and check out books everyday during morning and afternoon carpool times: 8:15-8:40 and 3:15-3:40.
- All students must use a library pass to visit the library during carpool, but Kindergarten students must be accompanied by an adult during the first semester as they learn about library use.

- Students in grades 1-8 may check out two books at a time for one week each, and Kindergarten students can check out one book at a time. Books can be renewed for a second week.
- The expectation is that library books are treated with care: kept away from food and water, pages not folded or torn, no marks made on pages, etc.
- Check out privileges may be revoked if books are not returned within 30 days or are returned in damaged condition.
- ECS uses AccessIt, an electronic program, which catalogs and documents all library books and tracks books that are checked in and checked out by students.
- For any other information about the library including overdues, lost and damaged books, and/or library volunteering opportunities must contact Marjan Motamedi at mmotamedi@endeavorcharter.com.

Exceptional Children's Program:

The mission of the Endeavor's Department of Exceptional Children is to ensure that children and youth with disabilities develop educationally, socially, emotionally, and vocationally through the provision of a free, appropriate education and related services in the least restrictive environment. We will continue to educate, support, and advocate for students with disabilities and assist them in achieving their true potential.

Through the Individual Education Program (IEP) process, Endeavor offers a free, appropriate public education to each of its students with special needs. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law. Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this program serve?

Under IDEA, children with disabilities include those with autism, deaf-blindness, deafness, developmental delay, serious emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech and/or language impairment, traumatic brain injury, and visual impairment.

What is an IEP?

The IEP, Individualized Education Program, is a written document developed for each public-school child eligible for services. The IEP is created through a team effort and reviewed at least once a year.

Before an IEP can be written, your child **must** be deemed eligible for special education. By federal law, a multidisciplinary team must determine that (1) the child has a disability **and** (2) the child requires special education and related services to benefit from the general education program.

The School's Exceptional Children programs are designed to support students with disabilities as they acquire academic, social, and functional skills.

For more information: <https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf> or see the [Exceptional Children](#) section of the ECS website for information regarding qualification for and support from the Exceptional Children staff.

Who should I contact if I suspect my child may have a disability?

Contact Sanja Bosman, Director of Student Support Services, if you believe your child may have a qualifying disability and requires specially-designed instruction through an IEP.

504 Plans:

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being

excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the [Department of Education](#) website.

What is A 504 Plan?

A 504 plan provides equal access to educational services for students with a qualified disability. It is designed to make appropriate changes to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

Unlike an Individualized Education Program (IEP), a Section 504 Plan does not provide specialized instruction. Instead, it outlines accommodations, services, and supports designed to address the impact of a disability within the school setting.

What is considered a disability under Section 504?

A student must have a physical or mental impairment. The Department of Education describes “physical or mental impairment” as follows:

- (A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or
- (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).

The disabling condition must **substantially limit one or more major life activities**: A “major life activity” includes, but is not limited to, learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and primary bodily functions/systems (neurological, immune, respiratory, etc.).

Who should I contact if I suspect my child may have a disability?

Contact Christine Ventresco, MTSS Coordinator, for more information if you believe your child may have a qualified disability and need a 504 Accommodations Plan.

Assessment

State Testing:

All Endeavor students in grades 3-8 will take the North Carolina required state tests. These tests include the following:

3rd Grade

- Reading BOG (takes place before the 20th day of school)
- Reading EOG
- Math EOG

4th Grade

- Reading EOG
- Math EOG

5th Grade

- Reading EOG
- Math EOG
- Science EOG

6th & 7th Grade

- Reading EOG
- Math EOG

8th Grade

- Reading EOG
- Math EOG or Math I EOC if taking Math I in 8th Grade
- Science EOG

ESL Students Only (Grades K-12)

- ACCESS

Local Assessments:

ECS administers local assessments to determine student mastery of content, growth, and proficiency of specific foundational skills. Such assessments vary but may include: NC Check Ins, DIBELS, PAST, IXL, and teacher-made quizzes and tests.

Grading:

Students will be graded on academic accomplishments following the given scales:

K-2 Grading Scale

3E	3	2	1
Independently able to demonstrate and apply higher level understandings of learned concepts	Consistently producing grade level work	Only producing grade level work with support (unable to produce grade level work independently)	Not able to produce grade level work with or without support
Demonstrates and applies grade level knowledge beyond grade level expectations Skills exceed requirements for grade level work	Demonstrates and applies grade level knowledge and understanding of learned concepts and skills Completes work accurately and independently	Demonstrates partial understanding of concepts and skills Requires extra instruction and/or teacher assistance Not consistently able to complete work independently and/or accurately	Demonstrates minimal understanding of concepts and skills Working on standards below grade level expectation Cannot complete work independently and requires an extended amount of individualized instruction

K – 2 Behavior Scale

3= Always

2= Sometimes

1=Seldom

Grades 3 – 8 Grading Scale

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below

3-8 GRADE Minimums, Weights, and Standard Practice for Infinite Campus

CORE Subjects Grades 3-5			
	Major	Minor	Daily
Minimums	2	4	n/a
Percents	40%	40%	20%
Students should not be assigned work over trackouts.			
<p>Late work:</p> <ul style="list-style-type: none"> ☐ Daily assignments may be checked for completion, exempt for absence, and not accepted late. ☐ Minor and Major assignments lose 10 points for every day late up to 5 days (excluding tests and quizzes), after which a zero (0) (for nothing turned in) or up to a 50 or half credit for completed work turned in and graded. ☐ Floor grades will not be given. <p>Make up work:</p> <ul style="list-style-type: none"> ☐ When a student is absent, he or she has 1 day for each day the student is absent to make up any assigned work. <ul style="list-style-type: none"> ☐ Ex: A student is absent Thursday and Friday. The student has 2 days upon return to make-up all missing work. 			

CORE Subjects Grades 6-8			
	Major	Minor	Daily
Minimums	2	4	n/a
Percents	45%	35%	20%
Students should not be assigned work over trackouts.			
<p>Late work:</p> <ul style="list-style-type: none"> ☐ Daily assignments may be checked for completion, exempt for absence, and not accepted late. ☐ Minor and Major assignments lose 15% for every day late up to 3 days (excluding tests and quizzes), after which a zero (0) (for nothing turned in) or up to a 55% for completed work turned in and graded. 			

- ☐ Floor grades will not be given.

Make up work:

- ☐ When a student is absent, he or she has 1 day for each day the student is absent to make up any assigned work.
 - ☐ Ex: A student is absent Thursday and Friday. The student has 2 days upon return to make-up all missing work.

3-8 Grade Reporting, Student Feedback, and Grade Communication Expectations

- ☐ **QUIZZES** should be entered into InfiniteCampus within **2 school days** of students taking the assessment. Teachers may **hold quiz materials** until all students have taken it, at which time **materials should be returned to students**. **TESTS** should be entered into InfiniteCampus within **4 school days** of students taking the assessment. Teachers may **hold test materials** until all students have taken it at which time, **materials should be returned to students**. If a student does not turn in a **major or minor assignment (project or essay)**, for any reason, staff will enter **"missing"** in InfiniteCampus **within 24 hours of the assignment due date to alert parents** (and follow late work guidelines above). Grades for these assignments should be entered into InfiniteCampus within **10 school days** of their due date.

Major Grades:

- ☐ **Tests: All tests are considered major grades and should be able to be completed in one class period.**
 - Students will be provided a study guide or specific notes for all tests at least one week in advance of the test.
 - For **test grades below 60%**, all students are expected to complete test corrections.
 - A "Corrections Form" should be given to students when tests are being returned, corrections are not optional.
 - Students who score below a 60% on a test will follow the specific guidelines for test corrections and will turn them in within 1 calendar week. Corrections done completely and according to guidelines can earn up to a grade of 60%.
 - Students are allowed to complete corrections during Office Hours or at home. Students who do not turn in corrections will do them during Pride Time or Flex Recess.
- ☐ **Projects: Projects can be graded as Major or Minor.**
 - The applicable grading rubric should be provided to students when the project is introduced (the rubric should indicate if it is a major or minor assignment).
 - Major projects must be completed in class, support deeper thinking, and contain rigor.
 - Project grades will be based on mastery of grade level subject standards.
 - Writing projects longer than 250 words** (one full page double spaced) should have a rubric with specific standards being assessed.

Minor Grades:

- ☐ **Quizzes (should be able to be completed in approximately 20 minutes)**
 - Quizzes:** Quizzes must be announced but do not require a study guide. Quizzes can contain old and new material. *No corrections are allowed on quizzes.*
- ☐ **Projects**

- The majority of the project will be done at school with the remainder being appropriate for students to complete with little or no help from parents. Project grades will be based on mastery of grade level subject standards.
 - **Writing projects longer than 250 words** (one full page double spaced) have a rubric with specific standards being assessed.

Daily Grades:

- ☐ **Daily grades should be entered weekly**
- ☐ *Classwork might include tasks such as:*
 - *Warm Ups, Exit Tickets, Participation, Notebook checks, etc.*
 - *Khan Academy, EdPuzzle, IXL, etc.*
 - *Interactive Notebooks*
- ☐ **Homework**
 - Homework assignments should reinforce learning by providing meaningful and intentional practice and application.
 - The nightly average of homework given to **4th or 5th grades** should not exceed **40-50 minutes** (all subjects combined but excluding self selected reading).
 - The nightly average of homework given to **6th, 7th or 8th graders** should not exceed **60-80 minutes** (all subjects combined but excluding self selected reading).

Endeavor Practice:

- **Public speaking**— Include instruction on specific skills, time for students to practice, prepare, and assess. (can be debate, socratic seminar, presentation, theater, etc)
 - Grades 3-5 students= 2xs per year
 - Grades 6-8 students = 3xs per year
- **Poetry** – The poetry *type* will be taught to students prior to being assessed. The poem can be counted as a minor and a rubric will be provided. Grade 3: **One poetry writing task per quarter** per teacher
 - Grades 4-8: **One poetry writing task per quarter** per subject area

When a student is absent:

Report Cards:

- Report cards will be sent home with students four times a year for students in grades 1-8 and three times a year for students in kindergarten. All quarterly grades will be reflected on this document.
- Report cards will be sent home in an envelope for parents to sign after reviewing their student's grades and comments and sent back to school within 5 school days to the student's homeroom teacher.
- Families with students in Kindergarten will be offered a parent-teacher conference during the first quarter rather than a report card. They will receive a report card during the second, third, and fourth quarters.
- Report cards will be printed after each quarter for students in grade 2 and above. Each student will receive a hard copy of his/her report card in a manila envelope to be reviewed, signed by a parent/guardian, and returned to the assigned homeroom teacher. Parents are encouraged to keep the report card.
- ECS report cards may be accompanied (whenever available) by information from standardized assessments to provide a more complete picture of student performance.

Infinite Campus (Grades K – 8):

Parents have access to grades via the Infinite Campus parent portal at all times. Each guardian can have their own account. An icon on Endeavor's [Instructional Technology page](#) provides access to the site. Parents in grades 3-8 are encouraged to check each child's grades frequently. Teachers are required to update grades weekly. The user is able to request a Username and/or Password reset but an email has to be connected and verified to the portal account. All questions about portal accounts should be sent to ic@endeavorcharter.com.

Parent-Teacher Conferences:

- Families will be offered the opportunity to schedule a Parent-Teacher Conference each fall.
- Families with a student concern are encouraged to contact the appropriate teacher(s) and request a Parent-Teacher Conference as soon as the concern arises at any time of year.
- Unscheduled or drop-in conferences are not allowed.

Multi-Tiered System of Support (MTSS):

- MTSS is a schoolwide framework for delivering and coordinating academic, behavioral, attendance, and social-emotional supports, and is required by the state of North Carolina. It provides a structured process for using data to identify student needs, match students to appropriate levels of support, monitor progress, and adjust interventions to improve outcomes for all learners.
- Grade-level instruction and regular expectations are considered Tier 1. The majority of students respond and grow appropriately with Tier 1 instruction, supports, and procedures.
- When a student struggles in one of the four focus areas and does not respond to core instruction and/or regular expectations, he/she may be referred to the MTSS Team for Tier 2 or Tier 3 support depending on the intensity of support needed. Such support may be provided in the general class setting or in a pull out setting with an interventionist. Parents will be notified via letter if their child is being referred to work with an interventionist in a pull out setting.
- The MTSS team consists of teachers, interventionists, administrators, EC teachers, counselors, and a child's parents, who work together to create a new plan for extra student support. The team will reconvene approximately every 6-8 weeks to determine the effectiveness of the supports they've put in place. The team may determine one of the following: that the established supports are effective and should be continued, another set of supports will be implemented, the established supports have been so effective that less support is now needed, a 504 plan is needed, or psycho-educational testing is needed.

Promotion Expectations:

- Retention is a consideration for students who are performing significantly behind their peers and for whom an additional year of instruction might be beneficial.
- The administration is expected to place students at the grade level best suited to them academically, socially, and emotionally. The teacher will notify parents as soon as possible if their child is in consideration for being retained.
- A staff retention committee composed of administrators, curriculum experts, classroom teachers, counselors, EC teachers, and interventionists will identify students at-risk and determine interventions. Each will join retention conferences for students they work with to share relevant academic and/or social-emotional data and provide input to support the decision-making process.
- Parents are also involved as valued members of the team when considering placement of their child; however, the final decision, by law, rests with the administration.

- Students who have been referred to MTSS interventions for academic support may be considered retention candidates depending on progress made throughout the school year.
- Final retention decisions will be made in late May or early June when final assessment data is reviewed.
- A retention decision can be [appealed](#).
- The primary information used in making retention decisions include:

Retention Considerations		
K-2nd	3rd Grade	4th through 8th
<ul style="list-style-type: none"> • Students with a red score on the P.A.S.T. phonemic awareness assessment. • Students with a red composite on the mClass DIBELS 8 Assessment of Early Literacy Skills. • Students with a majority of 1s on the End of Cluster math assessments. • Students with a majority of 1s on quarterly report cards. 	<ul style="list-style-type: none"> • Students with a red composite score on mClass DIBELS 8. • 3rd grade students without an RTA Pathway that have other data to suggest retention. • Students failing Math and/or ELA for the year (Final criteria will include score of NP on End-of-Grade tests in mathematics and/or reading to retain a student.) • The ECS administration will implement an appellate process for students with passing grades and who have met local promotional standards, but did not score at Level III or above on the End-of-Grade reading and mathematics tests or did not meet a RTA pathway. 	<ul style="list-style-type: none"> • Students who failed multiple quarters for ELA or Math, <u>or</u> have failed multiple quarters in 2 or more core classes (Final criteria will include score of NP on End-of-Grade tests in mathematics and/or reading to retain a student).
<ul style="list-style-type: none"> • Achievement levels • Standardized test scores (state mandated, psychological tests, etc.) <ul style="list-style-type: none"> • Maturity (social, emotional, and physical) <ul style="list-style-type: none"> • Class grades • Content mastery • Attendance • Observations by trained personnel, etc... 		

Promoted with Intervention: Students with passing grades and who have met local promotional standards, but did not score at Level III or above on the End-of-Grade reading and mathematics tests or did not meet a RTA pathway (3rd grade only) may be “Promoted with Intervention” and referred to MTSS at the beginning of the next year.

3rd Grade Read to Achieve:

“The goal of the State is to ensure that every student reads
at or above grade level by the end of third grade.”

NC Department of Public Instruction

- Teachers will assess students to make this determination based on essential aspects of reading: comprehension, fluency, vocabulary, phonics and decoding, oral language, etc.
- Many types of data will be used: observation, class work, homework, assessments, DIBELS 8, portfolio passages, running records, iReady reading assessment, fluency checks, etc.
- Reading growth will be assessed using DIBELS 8 benchmark levels to determine whether a student is on track to be reading on grade level by the end of third grade.
- Many aspects of the ECS reading program already address these specific skills, including annotating, close reading, and written responses to text.
- If a child does not appear to be on track, remediation strategies will occur in class, and parents may be asked to provide additional support at home.
- At the end of third grade, each student will be assessed to see if they have met the RtA requirements

Attendance

Endeavor Charter School believes regular student attendance to be one of the most reliable predictors of student success. All parents are expected to ensure the regular attendance of students. This includes arriving on time each morning and scheduling appointments and trips for out of school times. Please refer to the ECS [Attendance Policy](#) for further information regarding attendance procedures.

Compulsory Attendance Law:

[North Carolina Compulsory Attendance Law](#) (G.S. 115C-381) requires parents or guardians to ensure a student’s attendance at school. It also requires schools to document unlawful absences, work with parents to ensure attendance, and contact local authorities when a student has excessive absences.

First 20 Days:

Funding for our entire school year is determined by our attendance numbers during the first 20 days of each school year. Absences during these days significantly decrease our funding for the year. Absences during these days, especially an absence of the first day of a school year can jeopardize a student’s enrollment at Endeavor. Please see the ECS Attendance Policy on the ECS website under the Resources tab for further information.

Lawful Absences (excused):

1. Illness or injury (the school may request a doctor's statement and/or satisfactory evidence of the reason for the absence when the number of absences becomes excessive)
2. Quarantine

3. Religious observation
4. Death in the immediate family (up to 3 days)
5. Emergency medical or dental appointments or such appointments. It is expected that if at all possible, these appointments should be made outside of school hours.
6. Court proceedings
7. Absence related to military deployment activities
8. Educational experiences equivalent to what will be missed, limited to one experience of up to three days within a school-year, and that have been approved by the Director two weeks prior to the absence.

Unlawful Absences (unexcused):

Any absence which does not meet one of the excused absence categories above is classified as UNLAWFUL.

- Examples:
 - Hair appointment
 - Oversleeping
 - Car trouble
 - Shopping
 - Family trip
 - Traffic
 - *Unlawful absence reasons are not limited to those listed above*

Educational Absence:

- Occasionally, a student may have an opportunity so educationally significant that it merits classification as an educational absence.
- In such rare instances, the intent of the experience should have been educational from the onset and comparable to that which the students would have experienced in school.
- Family trips and vacations that were not initially designed to be educational will not be excused.
- 8th graders attending tours and registration events at their future high schools will be granted educational absences for such visits, provided the school is notified using the appropriate form.
- In order to be granted an educational absence, permission must be granted prior to the event. The [Educational Absence Request Form](#) can be found on the website and must be completed in its entirety. This form must be completed 2 weeks prior to the initial date of absence in order for consideration.
- Only one Educational Absence per academic year per student will be excused.
- No more than 3 days of school will be approved for educational requests in an academic year.
- Approved requests are not exceptions to Endeavor's Compulsory Attendance procedures outlined below.

Absence Note:

- If a student is absent due to illness or other reason, parents should email their entire grade level team, Middle school elective teachers, and copy attendance@endeavorcharter.com to report the absence as soon as possible.
- For an absence to be appropriately classified, a parent must send an email, provide a written note to the front office, or enter an absence in Infinite Campus through the parent portal within five days upon returning to school. This will determine whether the absence will be classified as lawful or unlawful.
- If the school does not receive an email, portal entry, or note upon the student's return to school, the absence will be marked as unexcused. This designation will be considered final 5 days after the student returns to school, after which time attendance notes will not be accepted.
- Notes from a medical professional, court officer, or other professional are preferred.
- A note from a doctor is required in the event a student is absent for 3 or more consecutive days. The note must be submitted to school within 5 days of the student's return to school in order for the days to be counted as excused.

Absence communication:

Number of Unlawful Absences	Type of Follow Up
Three (3)	Communication from ECS Staff, notified by email or phone call
Six (6)	Communication from Counselor; notified by mail/email and phone call
Ten (10)	In-Person meeting with Counselor and Director; discussion of Attendance Action Plan and potential legal consequences should absences continue.
Eleven (11)	Attendance Action Plan implemented. *If attendance challenges persist, further actions may be taken, as deemed appropriate by ECS leadership.
<i>Absences exceeding ten percent of total instructional days, both lawful and unlawful (including approved educational opportunities), may warrant communication from the Counselor and/or team of Directors, as this meets the federal definition of chronic absenteeism.</i>	
<i>Additional expectations exist for all student-athletes. Please refer to Endeavor's Athletic Manual.</i>	

If a student is absent he/she will have one school day to make up the missing work, with a maximum of 5 school days to make up all work regardless of the number of days they were absent. Late or missing work (due to an absence) that is not turned in by the deadlines above will result in a zero.

- Students and parents can check Infinite Campus to see if an assignment is missing.
- An incomplete daily classwork or homework task will receive a score of zero. Students will not be required to miss Pride Time to complete this work unless the task is a required component of an on-going project/group work/etc. In that case, the student will join Pride Time as soon as the work is complete.

- Minor and major assignments may be accepted late for no more than 2 school days with a reduction of 25% each day. If the assignment is not turned in by the end of the second school day after the assignment was due the grade will result in a zero.
 - Ex: A minor writing assignment is due on Monday. Student B does not turn in her assignment. If she turns in her assignment by the end of Tuesday she will earn at most a 75%. If she turns in her assignment by the end of the school day Wednesday she will earn at most a 50%. If the assignment is turned in past Wednesday she will earn a 0.

Late Work due to an Absence

- Parents may request assignments which will be missed prior to a **lawful** absence, being aware that many in-class activities cannot be replicated outside of school and the teacher may be unable to provide this prior to the absence.
- It is the student's responsibility to obtain from all teachers their missed assignments.
- Make-up work may or may not be posted on Google Classroom.

Partial Day Attendance: Infinite Campus and Attendance

Part of the change to Infinite Campus is a new focus on the exact instructional minutes in our school day. Legally, some of the essential school activities cannot be counted as instructional time. Lunch and carpool cannot count as instructional time for any grade. Recess cannot count for instructional time for middle school students. This means the total number of instructional minutes differs for elementary and middle school. The new challenge this has created is that the time of day when half of a grade's instructional minutes has occurred differs across grade levels. For you, this only matters on days when you plan to pick your children up early but want them to be on campus for at least half the day and then counted as present for the day. In the past, this pick up time has always been noon.

That time now differs across grade levels as is shown in the chart below.

Grade Level	If a child is present by 8:40, he/she has been present for half the instructional day at the time below AND will be counted as present for the day.
K	12:13
1	11:43
2	11:43
3	11:43
4	12:13
5	12:13
6	12:25
7	11:35
8	11:35

Please note that if a student arrives late to campus, the above times will not accurately reflect the point at which that student has been present for the equivalent of half the instructional day.

Examples:

If a student in grade 6 leaves campus at noon, he/she will NOT be counted as present for the day. This student must leave after 12:25 to be counted as present for the day.

If a student in grade 2 leaves campus at noon, he/she WILL be counted as present for the day.

Students must be counted as present for the day to participate in any school-sponsored activity/event, including clubs, practice or rehearsal, school dance, music performance, athletic, or special event activities.

Tardies:

- When students are late for school, they miss valuable social and instructional time and start their day at a deficit.
- Students are counted as present if they are in their homeroom at 8:40am. A student who arrives after 8:40am must be signed in by an adult and receive a tardy slip to give to the teacher.
- When signing a student in late or leaving early, parents must know their child/children's Infinite Campus student ID number.
- The same reasons are excused for being tardy to school as for being absent.
- When a student is late because of a medical appointment, a note from the doctor is required. Without a note, the tardy will be marked as unexcused.
- When a student develops a pattern of late arrival to school, the teachers will begin taking timed attendance to note the amount of instructional time lost in impacted classes. The student may then be referred to the MTSS team for support.

Early Dismissal from School:

- If a child needs to leave campus early, a parent or another authorized adult must come to the front office to sign the child out.
- If the student will be returning from the appointment within the school day, the parent must escort the child back into the building and sign the student back in at the front office. Again, if this is due to a medical appointment, please send in the doctor's note the following day, or an email to attendance@endeavorcharter.com.
- To minimize the disruption to carpool and to ensure the safety and security of our students, all early dismissals must occur before 2:30.

Attending Endeavor Pride Home Events:

Any student who wishes to attend an Endeavor Pride home game on campus must:

1. Be picked up through regular carpool and return for the game with a chaperoning adult who will remain for the duration of the student's time on campus or
2. Any student found on campus after carpool ends without a chaperoning adult will be taken to the office to call a parent and wait for a parent to arrive. In addition, the student will receive a disciplinary consequence the following school day.
3. Students attending a home game **MUST** have a chaperoning adult who remains on campus **at all times** from 3:45 until departing after the game. The parent should be within sight of and actively supervising the student.
4. If an adult plans to supervise students other than their own, they should ensure that they have this permission in writing.

5. Families viewing a Middle School sports event or other special events who also have younger children must supervise these students at all times. Students should not be allowed to go to the playground or another area of campus without parent supervision.

Remote Learning Plan:

When weather or another emergency situation would make travel to campus dangerous, ECS reserves the right to modify the school's daily schedule. This might mean a delayed start or early release, a canceled school day, or a Remote Learning day.

In the event our days become Remote Learning School Days, students will continue to engage in the learning process. In grades K-2 a paper-packet will be provided to all students to complete. In grades 3-5 students will be responsible for checking Google Classroom. All four core teachers and enrichment teachers will post work for students to complete. In grades 6-8, students will be responsible for checking each teacher's Google Classroom, including their elective teachers' classroom page. Work for all students, K-8, is due the first day students return to in-person learning.

All work is expected to be turned in or completed within three school days after the student returns to school. This allows families to share devices, cope with power outages and is equivalent to the K-2 paper packets being sent home.

Attendance Process
K-2: In order to be counted present for the day, parents will need to email the homeroom teacher by 11:00 am to acknowledge that their child is working.
3-8: Students will utilize a provided Google Form to record their attendance. All attendance must be submitted on the Google Form prior to 11:30am.
Social-Emotional Learning and Related Services
Students who receive SEL or other related services will be provided with activities to continue their wellness journey. Counselors will provide links and/or instructions via email and/or Google Classroom. Counselors will also check in with individual students and families on their caseloads.
Families of students who receive Speech and OT services will be notified via email of their student's make-up plans.
K-2 + Enrichment
Students in grades K-2 will receive a packet of work to complete. This packet will come home with the students the afternoon prior to the anticipated Remote Instruction Day. Packets will include 3 days worth of activities for phonics, reading, writing, and math.
EC and Intervention teachers will provide supplemental work and/or activities for students receiving support outside general education, aligned to their individual goals or small group practice. This work will be given to the general education teacher and sent home with the larger student work packet. Activities should be familiar to students and not require significant adult support. For students receiving push-in support, the EC teacher will modify general education packets, as needed, based on student level and need for adult support.
Grades K-2 Students are expected to complete: Packets

10 mins of Boost each day 10 minutes of IXL (math) each day
Grades K-2 + Enrichment Enrichment teachers will send one assignment for students to complete each day.
Grades 3-5 + Enrichment Students will need to access their team's Google Classroom pages for all four core classes. Enrichment work will be posted on the student's Homeroom teacher's Google Classroom page.
Grades 3-5 Students are also expected to complete: 10 mins of IXL each day 10 mins of Boost each day (in applicable grades)
Students in grades 6-8 + Electives Students will need to access their team's Google Classroom pages for all four core classes. Elective teachers will post work on their assigned Google Classroom page.
Students in grades 6-8 are expected to complete: 10-15 minutes of virtual work 20-30 minute work which may include CommonLit, DGP, posted practice (math), primary source/political cartoon analysis, etc. 10 mins of IXL
Students in grades 3-8 who receive EC or Intervention support are expected to complete: EC and Intervention teachers will provide supplemental work and/or activities for a student to complete. This work will be emailed to students and/or posted on the larger Google classroom.

Safety

Safety is of utmost importance to us at Endeavor. We have many procedures and protocols in place which contribute to our safe environment, and we collaborate with local first responders to improve our practices. However, maintaining our safe environment is dependent upon every member of our community understanding and following correct procedures.

General Safety Information:

- Complete your background check now so you can volunteer on campus. More volunteers at lunch and recess increases student safety.
- When you come to volunteer on campus, always enter through the front door utilizing the buzzer and get a visitor's tag. Please have photo identification if you are not known to the person at the front desk at that time.
- Never walk around the building or go directly to the playground when you come to campus to volunteer. Always enter through the main entrance.
- Monitor your child's social media and text accounts for any concerning words or images.
- Teach your child that if he/she sees something concerning, to say something!

Emergency Drills:

We do not release specifics of procedures or schedules involving our emergency drills, security system, etc. as making such information widely known would actually decrease our safety. ECS

meets or exceeds all state requirements for emergency drills. Endeavor will hold Fire Drills, Lockdown Drills, and Tornado drills each school year.

Access to Education, Student Privacy, and Immigration Enforcement:

School personnel must not allow any third party access to a school site without permission from the site administrator. The site administrator shall not permit third-party access to the school site that would disrupt the learning environment.

School personnel must contact the Executive Director immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or guardians of any students involved.

Custody Arrangements – Legal custody arrangements will always be followed. In the case where no such paperwork is provided or such paperwork does not provide guidance, the following guidelines will be followed:

1. We will not hold separate conferences for the parents of a single child. Parents can both attend the same conference in person, both via Zoom or conference call, or one of each. If both parents cannot agree on who may appear live at a conference, then both parents must appear via Zoom or conference call. Holding separate conferences would certainly result in parents hearing different information based on questions asked, etc. If either parent feels unsafe, we will arrange for a police officer to be present for the conference.
2. Any communication going to either parent from the classroom, including a response to an email from one parent, will be sent to both parents.
3. Conversations with school staff should always focus on the child and not on the other parent. Staff will not engage in such conversations.
4. It shall be the intent that both parents receive equal access to communication from the school. No additional parties will be granted such communication unless agreed upon in writing by both parents.
5. Emergency pick-up contacts, other than the parents, must be agreed upon in writing by both parents.

The Executive Director must process requests by immigration law enforcement agents to **enter a school site or obtain student data** as follows:

1. Request identification from the officers or agents and photocopy it.
2. Request a judicial warrant and photocopy it.
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the school.
3. Request and retain notes of the names of the students and the reasons for the request.
 - a. If school site personnel have not yet contacted the students' parents or guardians, do so.
 - b. Do not attempt to provide your information or conjecture about the students, such as their schedule, for example, without legal counsel present.
4. Provide the agents with a copy of this Policy
5. Contact legal counsel for the school.
6. Request the agents' contact information.
7. Advise the agents that you are required to complete these steps before allowing them access to any school site or student data.

Carpool Procedures

Carpool is the preferred method of transportation at Endeavor Charter School. Any parent who is interested in forming or joining a carpool group should check the [Carpool World](#) resource linked under

the Campus Life tab on our website. For other transportation issues, please contact the school to discuss transportation options.

General Information:

- All families/groups will be provided with two official ECS carpool tags, one of which must be hanging from their rearview mirror until the child is in the car. For a replacement or additional carpool tag, please use this [link](#) to order through Zeffy. Tags are \$5 and will be ordered at any time. Replacement tags will be sent home with the oldest student.
- Drivers of cars without an official ECS carpool tag will be required to show proper identification before students are released into their custody. For the safety of students, there will be no exceptions to this policy!
- Written authorization must be on file in the office for any adult to pick up any child other than his or her own child(ren). Any exception to this rule would require a signed note from the parents turned in to the child's teacher on the day of the change.
- Carpool Changes - If a change to your student's afternoon carpool plan is necessary (such as going home with a friend), please submit the change in writing to your classroom teacher and email jviola@endeavorcharter.com. In the event of an emergency, please contact the front office.
- Cell phones must not be used in carpool while cars are in motion.
- Students are not allowed to load items into the back of a car while in the carpool lane or to cross between cars.
- Students must always enter and depart their car on the sidewalk side of the school, not the driver's side.
- Please ensure that all students riding in carpool are able to buckle and unbuckle seat belts or car seats as well as open and close the car doors without assistance. If a child is not able to complete these tasks independently, the car should pull into the Gymnasium parking lot to assist the child rather than slowing our carpool line.
- Pets must remain in the vehicle at all times.
- Display your carpool tag until you are off campus, even when you are parked.

***If the actions of any driver are deemed by the school as potentially endangering the safety of our students, staff, volunteers, or others, or demonstrates a disregard for the rules and regulations of the school, that driver will no longer be allowed to drive in the carpool for a period to be determined by the severity of the offense.**

Morning Carpool Procedures:

- Parents should not arrive on campus before 7:50am (unless students are enrolled in Morning Care).
- Students may not be dropped off before 8:10am without paying a fee for Morning Care or being enrolled in a club meeting before school.
- Regular morning drop-off times are from 8:10-8:40. Students should be ready to disembark as soon as the vehicle comes to a halt and should walk inside independently.
- If your child is not ready to exit the car when you pull up to the sidewalk to drop off, please drive to the Gymnasium parking lot and park. Once your child is ready to exit your car, walk your child inside the main entrance. ECS staff members are not allowed to remove children from vehicles.
- K-5 students enter through the elementary door marked with the smiley face sign. Middle School students enter through the main entrance.

- All students must be in their homeroom by 8:40am for morning announcements.
- If a student is not in homeroom by 8:40am, he/she will be marked tardy.
- Families arriving after 8:40am must enter the building with their student(s) and sign him/her in.
- Note that if carpool traffic prevents carpool from ending at 8:40am, the schedule will be flexible and adjust as necessary.
- Some students may be asked to arrive on campus early for academic support, to make up a missed test, etc. When this occurs, the student will be provided the opportunity to exit at the Gymnasium Glass Lobby with his/her siblings. Students without

Afternoon Carpool Procedures:

- Endeavor's school day ends at 3:15. Afternoon carpool pick-up times are from 3:15 to 3:45pm.
- Cars will enter campus and join one of two double-stacked lanes. Cars should stay in their lane for the duration of carpool.
- Carpool tag names are displayed in every classroom in the order in which the drivers arrive. Students go outside to wait in the same sequence as this list.
- Cars should display the ECS carpool tag at all times while on campus.
- If a child is not in place on the sidewalk when his/her carpool arrives, the driver will need to enter the recall lane by circling around the island with the spirit rocks. Staff will bring the child to the car.
- If a child is unable to buckle his/her carseat, the driver should pull to the Gymnasium parking lot to get out and assist the child.
- Carpool typically ends around 3:45pm. Please plan to arrive on campus by 3:40pm.

When a child is not picked up promptly at the end of a school day, the following steps will be made:

- The school day at Endeavor ends at 3:15. Afternoon carpool generally ends at 3:45. All families should plan to arrive on campus no later than 3:30 to ensure prompt pick up.
- Students who have not been picked up by 4:00 will be transferred to our After Care program. Those families will be assessed a late pick up fee of \$5 for the first 10 minutes and \$1 for each additional minute thereafter payable at the time of pick up.

Student Health & Medication

Vision Screenings:

The American Academy of Pediatrics recommends vision screenings at ages 5/6 (done on kindergarten health assessments), age 8 (2nd grade), age 10 (4th grade), age 12 (6th grade) and again at age 15. To support student visual health, ECS will conduct a free vision screening for students in grades 2, 4, and 6 each fall. Parents choosing to opt out of these screenings should notify our school nurse by emailing nurse@endeavorcharter.com.

Illness:

Temporary exclusion from school is appropriate for any illness which prevents the child from participating comfortably in activities as determined by school staff or for any illness which results in a greater need for care than the school staff determine they can provide without compromising their ability to care for other children.

Students must be kept home if any of the following symptoms are present:

1. Fever above **100.4 °F** orally (must be fever free for 24 hours **WITHOUT** the use of medication such as Tylenol or Motrin before returning to school)
2. Diarrhea (students must be 24 hours free from diarrhea before returning to school)
3. Vomiting (students must be 24 hours free from vomiting before returning to school)
4. Moderate or severe abdominal pain or headache
5. Pink eye (until treated for 24 hours)
6. Impetigo (until treated for 24 hours)
7. Strep throat (until treated for 24 hours)
8. [Head lice](#) (until treated)
9. Scabies (until treated)
10. Chicken pox (until all lesions have dried or crusted)
11. Whooping cough, or pertussis (until 5 days of treatment given)
12. Other specific infectious disease exclusion policies as detailed in the American Academy of Pediatrics "Red Book"

The school must be notified if a student has a contagious condition such as but not limited to COVID-19, influenza, chicken pox, head lice, pink eye or hand foot and mouth disease. Policies for caring for sick children in the school setting are detailed in the AAP manuals "School Health Policy & Practice" and "Managing Infectious Diseases in Child Care and Schools" and will be followed when applicable.

Immunizations:

All students entering Kindergarten, 7th grade or entering school in the state of North Carolina for the first time are required to provide proof of immunization and to be up-to-date on all required immunizations. Information about these requirements can be found here: [Immunization Requirements](#)

Parents have the right to request an exemption to a required immunization, governed by G.S. 130A-156 (for medical exemptions) and G.S. 130A-157 (religious exemption). Only medical and religious exemptions will be provided. There is no option to opt out of required school immunizations based on non-religious or philosophical beliefs. Information about medical and religious exemptions can be found here: [Exemptions](#). Parents seeking a medical exemption should have their child's medical provider complete the required [Medical Exemption Form](#). Parents seeking a religious exemption should provide a written statement to the school including the student's name, date of birth and specific immunization(s) for which an exemption is requested. All documents should be returned to the school nurse at nurse@endeavorcharter.com.

Medication:

The School Nurse will administer medications as prescribed by the student's physician. All medications must be given to the nurse in the original packaging. The student's parent or guardian must fill out the [Parent Request form](#) and have the student's Physician fill out the order form for the student to receive medication while at school. No medications (prescription or over-the-counter) will be given at school without these forms on file.

All medications will be given in the Nurse's office under the supervision of the Nurse or school personnel who have been trained to administer medication. A select few medications (Epi Pens, Inhalers, Insulin pumps) may be carried independently by a student with their parent or guardian permission. A [Physician's order](#) must be filled out in order for the student to do so along with the self-carry portion of the form completed by both the provider and the parent. Students will be required to demonstrate proper usage of the medication to the School Nurse prior to this being approved.

If prescribed medication must be administered during the school day, the parent/legal guardian must sign it in at the main office in a sealed, original container labeled with the following information:

1. Student's name and grade;
2. Completed Physician's Order Form signed by the treating physician and parent;
3. Name of the medication;
4. Amount of the medication to be taken; and
5. Time the child is to take the medication.

Field trip medication information can be found [here](#).

Concussion

Students who have sustained a concussion may not return to school on the day of the injury. They also may not return to school or athletics while showing any symptoms of concussion until a doctor has provided a written plan for returning to school. Endeavor Charter School will follow the concussion protocol recommended by the student's doctor. We encourage the family to share the [ECS Return to Learn: Academic Accommodation Plan Following Concussion](#) form with their doctor to have completed and returned to ECS.

Social-Emotional Learning and Behavior

Social-Emotional learning at ECS is led by our school Guidance Counselors and other teachers in their classes and through events and activities throughout the school day.

Core Values:

RESPECT: Fairness, Perspective, Leadership, Open-mindedness, Gratitude, Appreciation of Beauty and Excellence

RESPONSIBILITY: Prudence, Self-control, Connection/Purpose, Hope/Optimism, Integrity

RESILIENCE: Creativity, Curiosity, Perseverance, Bravery, Zest/Enthusiasm, Love of Learning

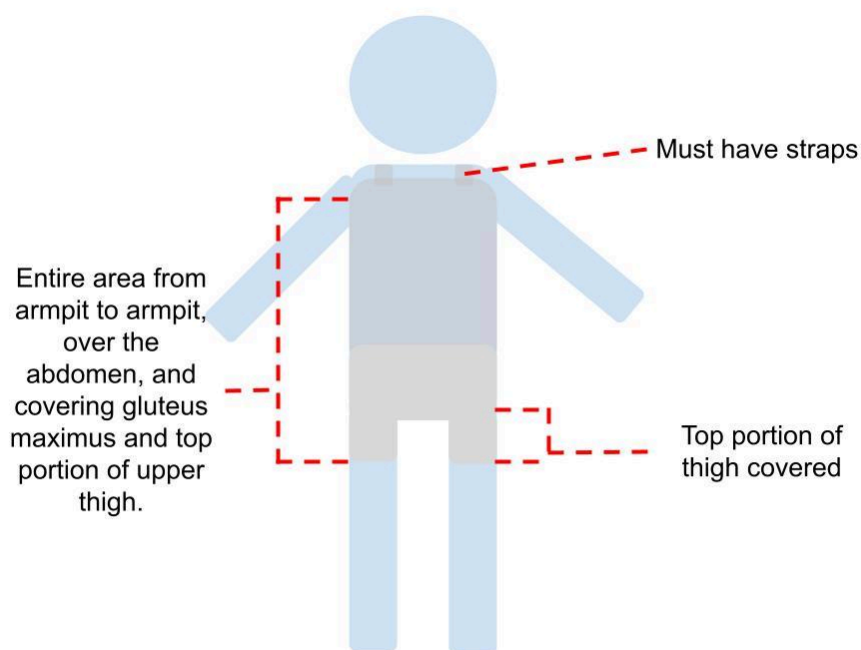
RELATIONSHIPS: Humility/Modesty, Teamwork/Citizenship, Humor, Love, Social Intelligence, Forgiveness, Kindness

Dress Code:

Students must dress in a way that is conducive to participation in active learning. Bodies should be covered during movement using the guidelines below.

Grades K-3	Grades 4-8
<ul style="list-style-type: none"> Shoes must have a backstrap and be appropriate for all activities including recess. Shoes may not have wheels. Students must be able to remove and replace clothing for restroom use independently. The length of shorts, skirts, dresses, etc. should ensure that the gluteus maximus 	<ul style="list-style-type: none"> Bodies must be covered armpit to armpit and over the abdomen during movement. The length of shorts, skirts, dresses, etc. should ensure that the gluteus maximus and the top portion of the upper thigh are covered fully during movement. Shoes must allow for safe movement in all school environments including recess.

<p>and the top portion of the upper thigh are covered fully during movement.</p> <ul style="list-style-type: none"> Hats (including holiday hats) and hoods are not to be worn in the building unless there is a special costume day, spirit day, or if the opportunity to wear a hat has been earned by the student. This includes holiday hats. 	<p>Shoes may not have wheels.</p> <ul style="list-style-type: none"> Hats (including holiday hats) and hoods are not to be worn in the building unless there is a special costume day, spirit day, or if the opportunity to wear a hat has been earned by the student. This includes holiday hats. Clothing must be opaque in all areas required to be covered by this dress code. No undergarments may be showing. No strapless tops may be worn. Clothing with slogans that might be offensive to others or advertising products that students are not old enough to use are not allowed. <p>Note: All school movement includes when raising hands, reaching into backpacks, engaging in recess or PE activities, learning in different environment settings (chairs, floor, gymnasium, etc.)</p>
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Middle School Special Event Attire Guidelines:

The School recognizes the need for guidelines regarding attire for special events such as Middle School dances, Band Concerts, or Honor Society Inductions. Students must adhere to the following guidelines:

- 2 Straps are required on dresses – no requirement for the width of the strap.
- Excessive cleavage is not allowed.
- Dress length must be at minimum natural fingertip length - both front and back.
- No bare-skin midribs permitted.
- Pants should be sized appropriately and should not sag below the hips.

- Shirts must remain buttoned up to the second button from the collar at all times.

If students have questions regarding the attire they would like to wear for an upcoming event, they may bring a photo of the front and the back of the outfit to their grade level Director for approval.

Class Dojo

- Class Dojo will be the primary tool used to document and communicate student behaviors.
- Students will earn points for demonstrating resilience, respect, responsibility and maintaining positive relationships.
- Students will lose points for not demonstrating resilience, respect, responsibility, or maintaining positive relationships.
- Parents can see the points earned and lost through the Class Dojo app.
- Students in grades K-1 will have the opportunity to spend their earned points in their class treasure boxes.
- Students in grades 2-5 will have the opportunity to spend their earned points at the Class Dojo Store every other week beginning in September.
- Students in grades 6-8 spend their earned points at the Class Dojo Store and at the Middle School Extravaganza at the end of each semester.

Familial Environment:

One of our commitments to the state is that we provide a “familial environment.” We build this familial environment in the following ways: getting to know all students and staff by name, getting to know things about one another, having class meetings, discussing character traits as well as core content, holding all students to high standards, discussing small concerns as well as large concerns, and being sure all members of our community know they are valued.

Efforts which contribute to our culture include carpool family names rather than numbers, announcing student and staff birthdays, middle school students volunteering with younger students, and special events. Annual events include Meet the Teacher, Fall Fun Fest, Stride For the Pride Fun Run and Color Run, the 8th Grade Walk, opening and closing ceremonies, pep rallies, and more.

We encourage families to join us during regular school days through [lunch and recess duty](#). This is the most consistent way for families to get to know their student’s peers and see some of the less structured times of day when social situations can sometimes be challenging. Being on campus for lunch and recess or for any of the special events we hold within a school year can help families get to know ECS! We often seek volunteers to share information with our students about their careers, their hobbies, their cultures, etc. Consistently reading our Weekly Update will help parents learn about such opportunities.

Morning Meeting:

All ECS students will participate in Morning Meeting from 8:40-9:00am daily. This time is essential for community building and establishing norms for classroom behavior. Our Core Values (respect, responsibility, relationships and resilience) will be the primary focus for all grade levels. Elementary grades will focus on student interactions, decision making, and growth mindset, and middle school students will focus on topics such as decision making, online behaviors, and high school transition.

Quiet Transitions:

Our school has adopted a policy of quiet movement in our halls and transitions. In the Elementary School hallways, students should be at a noise level 0. In the Middle School hallways, students should be at a noise level 1.

Behavior Expectations

We strive to create an environment which enhances a sense of ownership and belonging to all its members. The [ECS Behavior Matrix](#) exemplifies the student behaviors expected in various situations. A class [Social Contract](#) should be established, posted, and regularly reviewed.

Good behavior is imperative to Endeavor's success and to the success of each individual student. It is the expectation of Endeavor Charter School that all students behave in a manner conducive to the academic success and happiness of all students. Each student is a member of the Endeavor community and, therefore, equally deserves respect and an opportunity to learn. Students who make choices which impede the opportunity of others to feel comfortable and to learn will be considered in violation of the ECS Code of Conduct.

Failure to follow the instruction of a teacher, administrator, or other school official and any conduct in violation of any written rule, policy or procedure or code of Endeavor will result in appropriate disciplinary measures

Endeavor is not required to engage in progressive discipline. Some offenses, and the context in which they might occur, could call for the immediate imposition of more severe consequences such as exclusion or expulsion.

Endeavor follows North Carolina and federal law in imposing disciplinary consequences. North Carolina law allows charter schools to exclude students for infractions of the Student Behavior Code. Exclusion is the forfeiture of the student's right to attend the charter school and the return of that student to the traditional public school district where s/he lives.

ECS prioritizes recognizing safe, positive, and relational behaviors that promote our school's 4R's - respect, responsibility, relationships, and resilience. Positive citizenship, teamwork and peer relationships may be recognized in a variety of ways including, but not limited to:

- Positive Dojo points
- Positive family communication recognizing and celebrating a student's effort and behavior
- Selecting students to lead the schoolwide *Pledge of Allegiance*
- Positive Office Referrals
- Standing Ovals
- Elementary School Pep Rally and Middle School Closing Ceremony recognitions

In order for there to be a safe and orderly atmosphere conducive to learning, the following rules are to be followed:

1. Corporal punishment is not permitted under any circumstance.
2. All school rules must be enforced consistently as written.
3. Clear documentation of disciplinary situations, dates and times, strategies attempted, and parental contact are required.

Endeavor Charter School uses Class Dojo, an online tool to document student behavior.

No behavior policy can possibly capture all problematic behaviors and consequences. The school has the authority to impose the full range of consequences set forth in state law for improper conduct even if that conduct is not expressly listed in this policy. Depending upon

the context in which improper conduct occurs, the school may impose consequences more severe than those listed in this policy.

Definition of Behaviors:

Bullying or Harassment	Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that: 1. places a student 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.
Dangerous Items	A student may not possess, transmit or handle any weapon, facsimile of a weapon, dangerous object or substance, or any item that could reasonably be used as a weapon or used in a dangerous manner. This does not apply to a student who finds or learns about such an object and immediately reports this to a staff member.
Disobedience, Disrespect or Defiance	A student will behave in a respectful manner toward all staff, volunteers, peers, and those adults they encounter through school trips, athletics, and special events. Examples of disrespectful behavior are: talking back, walking away from a staff member or supervising adult, failure to comply, refusal to work in class, refusal to report to the office or Director for another consequence, rude or disrespectful language, failure to follow a direction, or being in any place without permission.
Disruption	No student may disrupt the class or school activities. For example: chronic talking, throwing objects, horse-play, refusing to remain in seat, rude noises, and intentionally inciting inappropriate behavior.
Drugs & Alcohol	A student will not use, purchase, sell, distribute, be under the influence of, or possess any kind of alcoholic beverage or any kind of drug as defined by state law. This prohibition includes but is not limited to, anabolic steroids, counterfeit or imitation controlled substances, and drug paraphernalia.
Academic Integrity	Academic work that meets one or more of the following: cheating, copying, plagiarizing, failing to cite or quote work, thoughts or ideas other than your own, misusing sources other than those outlined by the ECS staff member, using any artificial intelligence to draft, create, or produce work that is not your own without required citation, submitting another person's work in place of your own, duplicating or replicating work from a previous assignment or submitting it in part or as a whole for another assignment.
Profanity, Obscenity, or Offensive Language and/or Actions	A student will not use profane or obscene language; act in a way that is offensive to one's gender, race, ethnicity, religion, sexuality, socio-economic status, academic or athletic ability; or make obscene gestures to fellow students or staff. This includes, but is not limited to: swearing; obscene or offensive gestures, stories, or jokes; and/or derogatory written or drawn materials.
Inappropriate Physical Contact or Unwanted Physical Contact	A student may not push or touch in any manner that may be considered inappropriate, unwelcome, or unthreatening. This includes, but is not limited to, biting, hitting, pushing or shoving, tripping, restraining, slapping, tackling, kissing, and/or squeezing.

Hazing	<p>Any action or situation, whether on or off school grounds, that intentionally causes embarrassment, humiliation, physical harm, or emotional distress as a condition for joining or being accepted into a group, team, or organization.</p> <p>Hazing is prohibited regardless of the person's willingness to participate, and it includes behaviors such as forced activities, excessive demands, or threats.</p>
Fighting	<p>Fighting is any physical altercation between two or more individuals involving intentional physical contact or aggression. A student may be considered involved in fighting whether or not physical contact is successfully made if the student attempts to strike, kick, or otherwise engage in physical aggression toward another person.</p>
Weapons	<p>Any object, device, instrument, material, or substance that is designed, intended, modified or used to cause death, injury, harm, or intimidation to another person or to one's self. Weapons include, but are not limited to, firearms, knives, explosive devices, ammunition, martial arts weapons, chemical sprays, clubs, or any look-alike, replica, toy, or facsimile that could reasonably be perceived as a weapon. The term also includes any everyday object that is used, attempted to be used, or threatened to be used in a manner capable of causing bodily injury or creating fear of harm.</p> <p>Possession, use, sale, transfer, or display of a weapon on school property, at school-sponsored events, or while participating in school activities is strictly prohibited, except as expressly authorized by law or approved by school administration for educational purposes.</p>
Sexual Harassment	<p>A student will not engage in behaviors which could be considered sexual harassment. Such actions include: sexual stories, jokes, drawings, pictures, or gestures; graphic verbal, written or visual representations about a person's body; touching another student's private body parts; comments about sexual conduct; purposefully pulling another student's clothing out of place in revealing manner; and gender specific and/or sexual identification comments which may be considered demeaning, inappropriate, or unwelcome.</p>
Social Media	<p>A student will not use social media during any part of the school day, including off campus field trips. Social media use outside the school day in a manner which may cause disruption to the school environment is also prohibited. *See bullying and sexual harassment</p>
Misuse of Technology	<p>A student will not misuse school technology with the intent to do any of the following: data removal or alteration; downloading and installing software; hardware misuse such as removal of computer keys; system malfunction or hacking; property damage; prohibited website access; utilizing technology resources for personal use; or the use of any technology within any part of the school day without teacher direction or permission. Reading or sending texts or emails within the school day is also prohibited.</p>
Threatening	<p>A student will not threaten to commit any sort of physical or digital or social harm to another person.</p>

Vandalism and/or Theft	A student will not willfully or maliciously damage or destroy property belonging to another school or private property. A student shall not steal or possess stolen school, staff and or student property. A student or parent/guardian will be held financially responsible, as allowed by North Carolina law, for willful or malicious destruction of property and/or theft of property. This includes, but is not limited to, writing on school property, damaging another person;s clothing, graffiti, and taking property without permission.
Arson	The crime of intentionally starting a fire in order to damage or destroy something, especially a building.
Pornography	Any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image, whether made or produced by electronic, mechanical, or other means of sexually explicit content. A child possessing, sharing, or making such images is guilty even if the image is of himself/herself.
School-sponsored event	Examples of school sponsored events include but are not limited to the school day, field day, Fun/Color Run, Fall Fun Fest, performances, athletic events, field trips, club events, dances, etc.
Off-campus event	Improper conduct taking place off campus may be punished by the school when there is a direct relationship and/or potential meaningful impact to or on campus. Examples include get-togethers, online behavior, parties, etc.

Definition of Consequences

Silent Lunch (K-8) or Silent Recess (Grades 6-8 only)	<p>A student is required to sit with his or her assigned teacher (must be the teacher who assigns the consequence) or Director/Office (when assigned by an enrichment or elective teacher) away from peers during lunch time (25-30 minutes).</p> <p>Students are required to abstain from recess and remain with his or her assigned teacher (must be the teacher who assigns the consequence) or Director/Office (when assigned by an enrichment or elective teacher) away from peers during recess time for 20 minutes.</p>
Loss of Pride Time	The student will remain with a grade-level teacher during Pride Time for 15-30 minutes. Students missing three or more Pride Times in a given quarter will be referred to their Director.
Think Sheet	Students will reflect upon their actions and complete the Think Sheet form which will be sent home via email and kept in the teacher's email for record purposes. Links to these documents can be found on the Staff Hub.
Before or After School Service Detention	The student will be required to come before or after school for a total of 40 minutes and work with his or her Director to complete an on-campus task (Ex: sweep the gymnasium floor)
In School Suspension	This consequence is an alternative to out of school suspension. This is the supervised removal of a student from educational activities to another location on school property.

Out of School Suspension	This consequence is the prohibition of a student from being on school campus, at school events, or participating in school functions whether on or off campus.
Short-Term Suspension	An out of school suspension lasting fewer than 10 consecutive school days.
Long-Term Suspension	An out of school suspension lasting more than 10 consecutive days, but less than 365 days.
Exclusion	A student is no longer allowed to attend Endeavor Charter School. The student may attend another school. Due process information is provided to families.
Expulsion	Is the permanent termination of the student- school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Due process information is provided to families.

Code of Conduct:

Minor Class 1- handled by the classroom teacher/adult in charge *These are Red Card Offenses (MS only)*	
<ul style="list-style-type: none"> • Name calling/teasing • Misuse of bathroom time or inappropriate bathroom behavior • Violating expected hallway volumes (level 0 in elementary building and level 1 in middle school) • Not following given directions the first or second time they are given • Not respecting the personal space of others and/or touching other people's items without permission • Continued blurting/yelling out and/or talking while the teacher is talking after 2 reminders • Overdue or damage to school library books • Chewing gum anywhere on campus • Damaging or misuse of classroom supplies valued at \$5 or less • Misuse of recess equipment • Violation of dress code • First Academic Integrity Violation • Avoidance of classwork or assignments after 2 reminders • Intent to cheat (examples may include: preparing a notecard, pacing with a classmate, writing information/equations on his/her hand, etc. • Violation of any classroom, grade level, or school wide rule 	<ul style="list-style-type: none"> • loss of Dojo point(s), • team's self-reflection sheet, • private conversation with teacher or TA • phone call or email to parent, • silent lunch with the referring teacher • loss of Pride Time/Choice Time • temporary loss of a specific classroom privilege • student cleans or fixes what they disrupted with classroom teacher • student temporarily works in a quieter location if behavior disrupted learning • Parent contact

<ul style="list-style-type: none"> ● Failure to report to a designated location on time (Ex: start of class, lunch, etc.) ● Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Minor Class 1 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say something" and should never assume that someone else has already reported a concern. 	
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Minor Class 2- handled by the classroom teacher/adult in charge *These are Red Card Offenses (MS Only)*	
<ul style="list-style-type: none"> ● Repeated violation of the same classroom, grade level, or school wide rule ● Combination or multiple Minor Class 1 violations ● Intentionally excluding students; not being inclusive ● Touching or irritating classmates after 2 reminders ● Using unkind words towards or about a peer or staff member ● Misuse or unauthorized use of cell phone/smart watch or electronic device during the school day ● Minor incidents of hitting, shoving, kicking, horseplay, etc. ● Threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk ● Lying to school personnel ● Inappropriate displays of affection ● Use of disrespectful words or actions directed towards students ● Misuse of bathroom or school equipment (elementary only; for MS see Major 3) ● Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Minor Class 2 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say 	<ul style="list-style-type: none"> ● loss of Dojo point(s) ● team's self-reflection sheet ● private conversation with an adult (administrator, counselor, etc.) ● phone call or email to parent ● silent lunch with the referring teacher ● loss of Pride Time/Choice Time ● apology letter or drawing to reflect and repair the situation (to be reviewed by the assigning teacher or staff member) ● Parent contact ● Short-term removal to office (Red card - see Red Card System Procedures below)

something" and should never assume that someone else has already reported a concern.

Major Class 3- handled by a Director
ES: Elementary School
MS: Middle School

- Repeated violations of above categories, including dress code and Academic Integrity Violations
- Loss of 9 or more Dojo points in a given week (MS only)
- Being absent from class without permission (i.e.: skipping class, lunch, or recess)
- Use of inappropriate language, noise, drawings, and/or obscene gesture on campus
- Gossiping or rumor spreading about a peer or a staff member
- Refusal to answer questions, respond appropriately, or being disrespectful to a staff member
- Taking, possessing, or sharing unauthorized pictures or videos of another individual that disrupts the normal educational process in the school and/or a school-sponsored activity
- Stealing or possessing stolen property; theft
- Defacing school property including but not limited to: writing on walls and/or furniture, defacing or misuse of bathrooms, and/or school equipment (repeated elementary and/or middle school)
- Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Major Class 3 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say something" and should never assume that

ES

- 1-3 days of silent lunch and structured recess with the Director
- Before or after school detention (40 minutes)
- .5 day of In School Suspension

MS

- Before or after school detention (40 minutes)
- 1-3 days of In School Suspension

<p>someone else has already reported a concern.</p> <ul style="list-style-type: none"> • Handling technology in violation of expectations and major repair of technology is needed • Damaging classroom materials, destruction, vandalism on school property or at a school event off campus valued between \$6-\$20 • Willfully leaving the classroom, school building, and/or school grounds or any assigned location without permission • Acting in a way that either causes or has the potential to cause harm to oneself or others (ex: biting, punching, kicking, etc.) • Touching one's self or another individual in locations deemed inappropriate the educational environment • Knowingly being in possession of property stolen from a student or staff member • Negative verbal, written or visual communication towards another student or staff member about his or her physical or emotional state (ex: body shaming, communicating to another student self harm, etc.) • Using the internet to search for obscene, offensive, violent, or derogatory material during the school day and/or on a school device and/or account • Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Major Class 3 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say something" and should never assume that someone else has already reported a concern. 		
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Major Class 4- handled by a Director
ES- Elementary School
MS- Middle School

<ul style="list-style-type: none"> • Repeated violations of above categories, including dress code and Academic Integrity Violations • Any conduct committed off-campus that (a) if committed on campus would constitute a Major Violation AND (b) has a reasonable relationship to school operations • Using obscene, offensive, or derogatory language or pictures that may be in reference to a staff member or student while on school property, during school functions, off campus at a school sponsored event, and/or on social platforms • Damage, destruction, vandalism on school property or at a school event off campus of \$20 or more • The pushing, slapping, etc. of a student, staff member or adult in a negative or aggressive manner • Altering any official school document, including report cards, transcripts, and/or notes from teacher • Possession of prescription or non-prescription medication on campus or at a school sponsored event without submitted ECS paperwork • Stealing or taking without permission any possession of a student or staff member • Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations, including participating in inappropriate social media challenges • Touching or any conduct perceived as sexual or inappropriate in nature or which is deemed offensive to that person (including verbal) • Verbal, written or visual 	<p style="text-align: center;">ES</p> <ul style="list-style-type: none"> • 1 - 5 days of In School Suspension 	<p style="text-align: center;">MS</p> <ul style="list-style-type: none"> • 1-10 days of Out of School Suspension • Possibility of recommendation for exclusion
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<p>expression of offensive sentiments regarding race, ethnicity, religion, gender, or sexual identity - even in a "joking" manner</p> <ul style="list-style-type: none"> • Harmful or dangerous verbal, written or visual communication towards another student or staff member about his or her physical or emotional state (ex: body shaming, communicating to another student self harm, etc.) • Bullying, Harassment or Hazing • Threatening to physically or socially harm another student, staff member or adult on school property or at a school-sponsored event verbally, physically, through writing or through social media • Possession of a lighter or matches • Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Major Class 4 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say something" and should never assume that someone else has already reported a concern. 		
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Major Class 5- handled by a Director		
<ul style="list-style-type: none"> • Repeated violations of above categories, including dress code and Academic Integrity Violations • Fighting and/or intentional physical contact and/or acts of aggression (biting, punching, etc.) of a student, staff member or adult • Intentional unnecessary activation of a fire alarm • Possession of obscene, offensive, or derogatory pictures or video, including electronically, while on campus, or during school 	<p>ES</p> <ul style="list-style-type: none"> • 1-5 days of Out of School Suspension • Possibility of recommendation for exclusion 	<p>MS</p> <ul style="list-style-type: none"> • 5-10 days of Out of School Suspension • Possibility of recommendation for exclusion

<p>sponsored activities</p> <ul style="list-style-type: none"> • Trafficking, possessing, selling, exchanging, distributing, attempting to purchase, using or being under the influence of alcohol, illegal drugs, tobacco/nicotine/CBD, THC, cannabis-derivatives, drug paraphernalia, or any substance purported to be an illegal drug, prescription medicine or alcohol on school property or at a school-sponsored event, including but not limited to, the use or possession of an electronic vaping device or paraphernalia. This also includes the distribution of or purposely taking more than the prescribed amount of medically necessary prescription medication. • Vaping or using or possessing tobacco products, and accessories for both • Possessing, handling, transferring, or bringing a weapon or ammunition (including a toy weapon; for example toy gun or toy knife) on school property or at a school-sponsored event • Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school-sponsored event • Gambling for money on school property • Possession and/or distribution of pornography • Threatening campus safety, including but not limited to: bomb threat or hoax, false alarms verbally, physically, through writing or social media • Using force or violence to take or attempt to take someone's property • Participating in lewd, illegal, or sexual acts while on school campus, attending school events, or during school functions. • A logical, specific, and realistic threat of serious violence to a student or school employee. 		
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<ul style="list-style-type: none"> • Assault or attempted assault on a student or employee. • Inappropriate sexual touching of a student or employee • Conduct that is a felony or serious misdemeanor under NC law where the student would present a safety risk to student health or safety or cause a disruption to the learning environment. No conviction or arrest is required to fall under this provision. • Students who knowingly withhold information or encourage, instigate, provoke, arrange, record, participate in, or promote a Major Class 5 violation rather than seeking assistance from a school employee may also be subject to disciplinary action within this Class. Students are encouraged to "see something, say something" and should never assume that someone else has already reported a concern. 		
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Note: As circumstances warrant, Endeavor may impose consequences more or less severe than the Class-category would suggest.

Note: Any student who inadvertently possesses or finds a weapon or illegal substance or stolen property, which may subject the student to exclusion, may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This should be done as soon as the student realizes that he/she is in possession of the weapon or substance or stolen property.

Endeavor and its staff will follow applicable rules concerning the discipline of students with disabilities who qualify under laws.

Administrators have the authority to suspend a student for up to ten (10) school days at a time (i.e. a Short-Term Suspension). There are no appeals for short-term suspensions to either Endeavor's Executive Director or its Board of Directors.

For Middle School Class III offenses, Endeavor's Executive Director (and their designees) may recommend a long-term suspension; exclusion; and/or expulsion. Decisions as to long-term suspensions and/or exclusion shall be made by an impartial hearing officer after appropriate written notice to the parties involved. Endeavor's Executive Director shall serve as the hearing officer for this purpose. The decision of the hearing officer may be appealed to the school's Board of Directors within ten (10) days of the hearing officer's decision. Appeals to the Board of Directors shall be done in writing. No new evidence shall be allowed, and the Board may or may not ask for oral argument.

If Endeavor's Executive Director is involved in the investigation of the disciplinary incident or the recommendation for long-term consequences, then any hearing that must be held shall be conducted by a panel of three board members appointed by the board chair. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors.

Behavior Card System Explanation & Procedures (Grades 5-8)

Upper elementary and middle school is a unique, and extremely important time of student growth and development. Given the significance of the age and the personal change students undergo, having clear, consistent procedures is vitally important for student growth, peer relationships, protecting instructional time, and maintaining staff harmony.

Our first goal is to recognize students doing the right thing and to provide them opportunities they can earn through their good efforts and positive choices.

Our second goal is to have a simple and direct way of managing poor choices that staff can implement with fidelity and students/parents can recognize as fair and equitable. Our MS teachers utilize colored cards to issue warnings discreetly to students to correct their behavior. Students in 5th and 6th grade may receive two warnings (a yellow card and orange card) before they are removed from the class for the duration of the period. 7th and 8th grade students receive one warning, signaled with an orange card, before they are removed from class.

Academic Integrity:

Endeavor Charter School prides itself on its rigorous academics and encourages students to demonstrate their ability to work collaboratively and independently to demonstrate mastery of their content and skills. Students should always act responsibly and ethically when producing work.

At ECS, we value academic integrity and define it as the commitment to demonstrate honest, responsible and moral behavior in all academic endeavors. With high expectations come temptations to take short cuts. Beginning in the 2023-24 school year, ECS implemented an [Academic Integrity Policy](#) to remind all students that they must turn in work they have created independently. This information has been included in our Code of Conduct and should be reviewed annually. Students who act dishonestly are subject to disciplinary consequences.

Endeavor Anti-Bullying and Harassment Policy

The Endeavor Charter School 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 harassment, or bullying in any of its educational or employment activities. As provided under North Carolina state policy, bullying is defined as *"unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time."* [See the full policy posted on our website.](#)

Title IX

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual assault and other sexual misconduct, is a form of sex discrimination. Under the School's Policy, the School prohibits sexual harassment, sexual assault, sexual exploitation, stalking and retaliation. The School complies with Title IX and has appointed Amy Wilson as the Title IX Coordinator with overall responsibility for Title IX compliance. Specific policies, procedures, and forms can be found on the [ECS website](#).

General Field Trip Guidelines:

Field trips are an important part of enhancing a student's learning experience. Endeavor provides field trip opportunities that provide academic value or community-building time for our students. Field trips are a privilege at Endeavor. Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

- Attending a field trip is a privilege that must be earned. The opportunity to participate is dependent on consistent appropriate behavior.
- Field trips that are within 1.5 hours of our campus will travel in chaperone cars. Trips that are beyond 1.5 hours will travel by charter buses.
- Any student meeting legal requirements for car seat use must provide a booster/car seat.
- Siblings are not allowed to attend field trips.
- In the situation where a) the number of interested parents exceeds the number of needed chaperones and b) a parent not selected as a chaperone is not comfortable allowing their child to travel in another family's car to the location, that parent may choose to drive their own student to and from the trip. However, as the parent will not be serving in the role of chaperone, he/she will not be able to participate with the group. Such parents should notify the teacher and arrange a meeting place and time for drop off and pick up. That parent may choose to leave the site to run an errand, go for coffee, etc. but should ensure a return to the location prior to the scheduled time for the group to leave the location so as not to delay the group's departure.
- Any family needing financial help with a field trip fee should complete the [Application for Financial Assistance](#) form and turn it into the ECS Director.
- The need for parents chaperones will vary based on site requirements, transportation needs, etc. Generally a lottery system will be used when parent chaperones and/or drivers are needed. A current ECS background check will be required of any parent selected as a chaperone. Parents selected for a trip that requires students to be transported by private vehicles must also provide a signed vehicle use form, a copy of their driver's license, the MVR portion of the background check, and a copy of their current insurance card.
- If all chaperone paperwork is not received and approved one week before the trip's departure, a refund may or may not be issued to families. Grade levels should communicate information in advance if a concern arises.
- Students taking daily medications at school will have a dose of medication sent with the supervising teacher. For overnight or extended field trips where students require medication not typically taken at school (prescription and over the counter medications) parents will need to have the [Extended Field Trip Medication Form](#) completed by the student's physician. Medications should be given to the school nurse no later than 48 hours prior to the field trip.
- All as needed emergency medications will be sent on field trips with the supervising teacher.
- Parents not selected as chaperones who are not comfortable allowing their child to ride with another parent may transport their child to and from the trip, but will not be allowed to join the group. Details for this arrangement will be provided to families with general field trip information.

No Endeavor student will be permitted to leave a field trip early except in the case of an emergency, unless requested by a member of the school staff for disciplinary reasons, or without prior arrangement with school staff. All students must remain with the group for the duration of the field trip. Due to the responsibilities of a chaperone to supervise the students in their care, we are not able to accommodate bringing additional children who are not in the designated class or course.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to a search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year. Upper School Students not in good academic standing may not be allowed to participate in field trips, which involve missing instruction time.

No refunds will be given for students who become ineligible to attend a trip or special event. All final decisions regarding student participation on overnight trips are at the discretion of the administrative team.

Communication, Website, and Social Media

ECS Website:

The Endeavor Charter School Website (www.endeavorcharterschool.com) is the main location for information on academics, athletics, policies, school calendar, before and after school care and PAWS information. There are also links for Infinite Campus, lunch sign ups, and background checks.

Email:

Email is the preferred primary communication method of Endeavor Charter School. It is the responsibility of every parent to ensure that his or her most up-to-date email address is on record with ECS through Infinite Campus.

Weekly Email Update:

Parents/guardians will receive the Weekly Update email from news@endeavorcharter.com with important information each week including grade level newsletters. Please use this email to access school updates, scheduled activities, and special announcements.

Text:

Texting is not an appropriate method of communication between parents and staff members regarding school matters. Texting between students and staff members is never allowed.

While home phone numbers of ECS teachers with children in the school may sometimes be accessible to families, they should not be used to contact them as a child's classroom teacher unless a telephone call is requested and scheduled by the teacher.

Student cell phones, smart watches, or other personal devices:

- This policy applies to all students grades K-8
- Phones and smart watches are not to be used, and are to remain off, during the school day. From “**car to car**” cell phones should not be visible unless a teacher has provided a direction for phone usage. This means that cell phones should not be used in the halls, in the restrooms, at recess, in homeroom, or during carpool.
- Parents should NOT text their children during the school day as student cell phones are now required by NC law to be turned off at all times. If a parent needs to communicate with a student, the parent should email the homeroom teacher or the main office.
- If a student has a cell phone visible during the school day or is caught using a smartwatch, the student will be directed to immediately turn the device in at the front office. The teacher will take a Dojo point from the student and notify the parent that the device was confiscated and turned into the main office. The staff member who confiscates the device will send an email to the student's parent/guardian.
- Students MUST not access any social media site while at school on any device - personal or ECS owned. These sites include, but are not limited to Facebook, Instagram, Snap-Chat, Tik-Tok, Twitter, YouTube, etc.

- Students needing to contact a parent should ask an adult to use a school phone to avoid consequences for use of a personal device.f
- Repeated violations will result in an escalation of consequences.
- Kindles are allowed on campus as long as students follow the Cellular Phones and Other Wireless Communication Devices Policy and Kindles remain in airplane mode.

Timelines of Responses:

Teachers and parents should respond to emails within 1 school day (a 24- hour period within the work week), except in the case of absences or other special circumstances. Teachers are not required to check email during the instructional hours of the day (8:10 – 3:45) or during before- or after-school activities sanctioned by Endeavor Charter School. Time sensitive changes to carpool or other emergencies should be conveyed by calling the front office.

Parent/Teacher Communication Expectation:

Disrespectful emails will not be tolerated within the Endeavor Community. Such emails may be escalated to the Administration and ultimately to the Board of Directors as necessary. In addition, emotional discussions will not be tolerated in public areas of the school as they are disruptive to the instruction of students. A member of the community should request a private meeting to discuss such issues.

The Endeavor Community is committed to being free of gossip and rumor spreading.

Social Media:

Endeavor posts updates, photos and videos on Facebook, YouTube, Twitter and Instagram. PAWS coordinates grade level Facebook Groups for parents only. The Facebook Groups are specifically designed to connect parents and families and share grade-level information. Such social media communications should never be used to share personal information about non-ECS events, to share pictures of students without parental consent, or to disparage ECS, staff, or students.

Photo/Video:

Parents/guardians agree, without compensation, to permit the school, its contractors, employees and students to use, reproduce, exhibit, display, broadcast, distribute and create derivative works using their child's photographic image or likeness and/or their child's work product in, including but not limited to, Endeavor's publications, promotional materials, website, alumni materials, and videos for the purposes of promoting, publicizing, illustrating or explaining the school, its activities or programs and otherwise for the use and benefit of the school for other purposes. In most instances, photographs of students are published without names or with first names only. This permission includes print, broadcast, photographs, videotape, video, DVD, CD-ROM, and all present and future forms of electronic, online, or cloud-based media. This release shall continue in force until revoked explicitly by the parents/guardians in writing by email, mail, or fax addressed to Christi Whiteside, except to the extent that the school has already relied upon it. If parents/guardians revoke this release, Endeavor shall have a reasonable time to comply with that request.

Parents/guardians understand and agree that any images or videos posted by Endeavor can be viewed or used by the public, including AI or bots. They understand and agree that any published image or video also carries the risk of deep fakes being created and disseminated. Parents/guardians have the right to opt out or withdraw consent regarding the use of their child's photo or video. Parents/guardians understand and agree that if they do not opt out or withdraw consent, they waive their right to any claim or action against the school arising from the use or misuse of their child's images/video posted by the School.

Families will have the opportunity to give or revoke such consent each year during student enrollment.

PAWS & Volunteer Opportunities

PAWS (Parents Active With Students):

Endeavor Charter School not only encourages parental involvement; it depends on it. PAWS, our “PTA” program, takes the lead in organizing that effort. All money raised by PAWS goes directly towards enhancing and supporting the programs at Endeavor. PAWS is always looking for volunteers eager to contribute to Endeavor. Join PAWS here: [membership](#)

Parent volunteers play a vital role in the learning community, whether assisting with carpool or coordinating Café Days. Parents are needed to serve in myriad ways. Please consider giving your time, talent, and resources to PAWS. Enthusiastic parental support is essential to the success of ECS.

All parents are encouraged to volunteer a minimum of 3 hours a month per child. Please do your part so other parents are not overburdened.

Café Days:

During the school year, parent volunteers will work through PAWS to provide Café Days which provides families the opportunity to purchase lunch for their child rather than pack a lunch. Vendors will be selected from the local business community. Participation in Café Days is optional. Proceeds from Café Days purchases benefit the school. Families will be offered the opportunity to “round up” their purchase. These funds help provide Café Days to ECS students in need.

Visitors and Volunteers:

- Parents are welcome to visit to attend special activities in our school.
- ALL volunteers, including parents who visit on a regular basis, must sign in and out at the office. All visitors and volunteers must wear (not carry) an identification tag while on the school campus.
- A visitor will not be left unattended with students, whereas a volunteer with a background check may provide supervision for students without a staff member present.
- Parents, other visitors, and students should only be on campus during normal hours of operation, a school function, or through approval by ECS Administration.
- Unscheduled parent conferences or visits are not permitted.
- Alumni volunteers are welcome at all Lend A Paw volunteer events. To volunteer on campus at any other event, alumni should contact Christi Whiteside (cwhiteside@endeavorcharter.com) or Becky Catlett(bcatlett@endeavorcharter.com) for information and opportunities.

Lunch/Recess Volunteers:

Parents with a current background check are encouraged to join staff members to supervise the room, hand out Café Days, and monitor students while at lunch and recess. Parents can sign up on the school website to volunteer. Lunch and recess volunteers must sign in at the front office and should never walk around the building or report directly to a playground as per our security procedures.

Our Elementary School lunch and recess will be supervised by two staff members for the 2026-27 school. Our parent volunteers remain an extremely important part of our student safety team and our need for parents has not decreased.

Our Middle School lunch coverage is being supplemented this year by two staff members as well. This is a decrease of one staff member, so parent volunteers in these lunches will be essential to ensure that the lunch and recess blocks are well supervised.

While at lunch and recess duty, please spread out to ensure coverage of all areas of the lunch room and recess areas.

Background Check:

All volunteers must submit to an annual, criminal background check to ensure the safety of our students. While this requirement may seem inconvenient for our frequent volunteers, it is important for maintaining the security of our students, staff, and facility. Background checks must be completed by going to our [Volunteer](#) webpage..

ECS Special Events

Special Event Eligibility:

Students must be in good academic and behavioral standing in order to be eligible to participate in field trips or other special events. Specific criteria will be communicated to students and families.

Meet the Teacher will typically occur each year in the days immediately before the official first day of school. During the event, homeroom lists will be shared, classrooms will be open for visitation, informational tables regarding school opportunities, and supplies may be dropped off.

Curriculum Night is a parent-only event. This meeting provides teachers an opportunity to share information about their curriculum and procedures. This is typically held early in the first quarter.

Fall Fun Fest is a fundraising event and an evening of fun and community building with faculty, students and families. This event is typically held in the fall each year.

Spring Fun Run/Color Run is a two week pledge program leading up to a K-5 Fun Run and 6th-8th Color Run on campus. This event is typically held each spring.

Field Day is an outdoor event held during the school day and run by our parent volunteers and PAWS (parent association). All staff members are expected to help at this event.

Special Theme Days are held annually. The purpose of such days is to highlight curriculum and topics of benefit to our students and staff and experience learning in a different way. Some such days may be school-wide, for elementary or middle school only, or focused on a particular curricular area. Some examples include: One School-One Book, Day of National Parks, etc.

Opening and Closing Ceremonies are opportunities to celebrate our middle school student and staff successes. They also provide a time for community building. End of quarter and/or end of semester awards will be given for Honor Roll, academics, athletics, electives/fine arts, helpfulness, and character.

Pep Rallies are opportunities to celebrate our grades K-5 student and staff successes. They also provide a time for community building.

Day of Celebration and 8th Grade Graduation will occur on the next to the last day of the school year. The purpose of this day is to celebrate our graduating students. The schedule for the day will include Graduation Rehearsal, Moving Up for grades K-7, the final Middle School Closing Ceremony of the year, the 8th Grade Walk, and Graduation (evening). 8th grade parents are invited to the 8th Grade Walk and to the Graduation ceremony.

Moving Up is a student-only event. Each grade K-7 will move simultaneously to visit the next grade. Teachers will introduce themselves to their upcoming students, sharing their excitement about their grade level. This event should leave every student looking forward to the year to come. During this same time, 8th grade students will rehearse for graduation.

Clubs:

Endeavor Charter School offers a variety of clubs for our upper elementary and middle school students. Our club offerings vary from year to year depending on student interest and staff availability. Our elementary families will receive club information shared via our school's communication system (weekly updates, social media, teacher newsletters, etc.) After all club information has been shared, families will have until the week prior of the club's first meeting to register. Club fees should not prevent any interested student's membership. Contact our Director of Operations, HR and Finance, Molly Blanchard at mblanchard@endeavorcharter.com for information about scholarship funds for qualifying families. Contact Josh Burt, Director of Arts, Extra-Curricular Activities, & Athletics at jburt@endeavorcharter.com for general club information.

Clubs will begin in quarter 1 and be a semester or year in length. Students who have registered, paid the required dues, and completed all required registration information will be invited to attend the first meeting. Students may not participate in any clubs until all requirements have been met. Clubs may meet during quarters 1, 2, 3, and 4. Some clubs may require student participation in a competition or performance that may be outside of school hours and/or off campus.

Families are required to provide transportation to and from all clubs whether they meet before or after school. Families with older or younger siblings, or families who carpool with other ECS families, must arrange for appropriate transportation for those not participating in the club.

- After school club late pick up fee- A fee of \$5 for the first 10 minutes and \$1 for each additional minute thereafter will be charged and payable at the time of pick up.

Invitation-Only Clubs:

The Student Council is composed of students elected by their grade level peers each fall. The ECS Chapter of the National Junior Honor Society is a club students in grades 6-8 may be selected to join if they meet the national criteria for an invitation. After a rigorous review process each spring, selected students are inducted to this national organization. Invitation and continued membership require excellence in academics, service, leadership, and behavior.

Endeavor Pride Athletics:

Endeavor Charter School is pleased to offer an optional athletic program for all interested students in grades 7 and 8 regardless of skill level. Boys and girls cross country, girls tennis, girls volleyball, and boys soccer will be played in the fall; boys and girls basketball will be played in the winter; boys tennis, boys baseball, girls soccer, girls' softball, boys and girls golf and boys and girls track will be played in

the spring. Team registration sign ups are sent through emails to parents for each season. Please be sure to follow all deadlines.

Games and practices will be held during the week and may occur during track outs. It is a privilege to participate and represent the school on sports teams; therefore, students participating in the athletic program must meet academic, attendance, and behavioral requirements as outlined in the [Endeavor Pride Athletic Handbook](#). The athletic program is primarily funded through the donations of our parents. A recommended donation is suggested for each sport. Endeavor believes that all students should be able to participate; therefore, we have a no-cut policy. Contact Josh Burt, Director of Arts, Extra-Curricular Activities, & Athletics for more information.

Miscellaneous

Birthday treats:

Families are welcome, but not expected, to provide a special treat on a child's birthday. Birthday treats must be store bought (no homemade goods allowed), and preferably individually wrapped. Items such as doughnuts and cupcakes are acceptable when provided in the original store packaging so that ingredients may be verified. Please do not bring in items such as a whole cake that needs to be cut.

Please note that allergy friendly treats are greatly appreciated. If your student has a food allergy, please consider sending in a shelf stable treat to stay in the classroom at all times in the event of a birthday celebration, in case the provided treat is not safe for your student.

Elementary grades will no longer be distributing birthday treats during lunch. Homeroom teachers will distribute them during the school day. Parents should provide enough for either the student's homeroom classroom or the entire grade level if desired.

Middle School students choosing to share a birthday treat may do so at lunch while following the store bought directions above.

Court Orders:

Legal custody arrangements will always be followed. A copy of the court order should be provided to ECS each time it is adjusted. In the case where no such paperwork is provided or such paperwork does not order to the contrary, the following guidelines will be followed:

- ECS will not hold separate conferences for the parents of a single child. Parents can both attend the same conference in person, via zoom or conference call, or one of each. If both parents cannot agree on who may appear live at a conference, then both parents must appear via Zoom or conference call. Holding separate conferences would certainly result in parents hearing different information based on questions asked, etc. If either parent feels unsafe, we will arrange for a police officer to be present for the conference.
- Any communication going to either parent from the classroom, including a response to an email from one parent, will be sent to both parents.
- Conversations with school staff should always focus on the child and not on the other parent. Staff will not engage in such conversations.
- It shall be the intent that both parents receive equal access to communication from the school. No additional parties will be granted such communication unless agreed upon in writing by both parents.
- Emergency pick-up contacts, other than the parents, must be agreed upon in writing by both parents.

Lost and Found:

Items that are found will be placed in lost and found areas. Students may search the lost and found area for items they are missing before and after school or with a note from the classroom teacher during the school day. At the end of each quarter, items not claimed will be donated to a charity.

**Please write your child's name on any garment that might be removed, all lunchboxes, calculators, backpacks, etc. to expedite their return.*

Staff Directory

For a complete staff directory, please refer to the Endeavor Charter School website under the tab [Connect](#).

*We learn by doing.
-Aristotle*