Lower Elementary Building
(Grades K-2)
4020 Meeting Way
High Point, NC 27265
Phone: 336-863-0079, opt. 1

Upper Elementary and
Middle School Building
(Grades 3-7)
4191 Mendenhall Oaks Parkway
High Point, NC 27265
Phone: 336-863-0079, opt. 2

High School Building
(Grades 8-12)
7847 Clinard Farms Road
High Point, NC 27265
Phone: 336-863-0079, opt. 3

Parent and Student Handbook
2025-2026
Grades K-8

A charter school managed by
National Heritage Academies, Inc.

NATIONAL HERITAGE ACADEMIES

Parent and Student Handbook
Table of Contents

Board of Directors 6

Our Purpose, Vision, and Philosophy 7

The Four Pillars of NHA

Academic Excellence 9
Moral Focus™ 9
Student Responsibility 9
Parental Partnership 9

Academic Excellence

Curriculum 10
English Language Arts 10
Mathematics 10
Science 10
Social Studies 10
Art 11
Music 11
Physical Education 11
Library and Educational Technology 11
Moral Focus™ 11
Achievement 13
Honors Ceremonies 13
Student Grade Placement, Acceleration, Promotion, or Retention 13
Reading Proficiency and Student Promotion 14
Student Support Services and Special Education 16
The Multi-Tiered Systems of Support 16
Child Find Responsibilities 17
The Individual Education Program 17
Educational Placement of Students with Disabilities 19
Parent Participation 19

Rehabilitation Act of 1973 - Section 504 (General Education) 19
Crisis Management: De-escalation, Isolation and Restraint of Student. 20

Moral Focus™
Philosophy 21
Moral Focus™ Expectations 21

Student Responsibility
Homework 23
Philosophy 23
Guidelines 23
Make-Up Work 23
Technology Use and Internet Safety Practices and Procedures 24
General Rules 24
Internet Use 25
Search and Seizure Practices and Procedures 27
Lockers are School Property 27
Legitimate Use of School Lockers 27
Search of Locker Contents 27
Seizure 27
Search and Seizure of Electronic Devices 27
Search and Seizure of Person and/or Personal Property 28
Positive Behavior Intervention Support 29
Building-Wide Expectations 29
Student Code of Conduct 30
Acts of Misconduct 30
Disciplinary Procedures 32
Due Process Procedures 34
Definition of Terms 37
Behavior Threat Assessment & Management (BTAM) Process 37

Parental Partnership
Communication 39
Secure School Website 39

Parent Satisfaction Survey 39
Parent-Teacher Conferences 39
Attendance 40
Arrival 40
Dismissal 40
Tardiness and Early Dismissal 40
Absences 41
Truancy 42
Family Vacations 43
Family Death or Terminal Illness 43
Illness during the School Day 43
Voluntary Withdrawal 43
Dress Code 44
Uniform Preferred Vendor Information 44
Uniform Requirements 44
General Expectations 45
Title I Parent and Family Engagement Policy 46
Visitor and Volunteer Guidelines 50
General 50
Classrooms 50
Field Trips 50

General School Procedures

Transportation 52
Meals 52
Snacks 53
Recess 53
Holiday Celebrations 53
Field Trips 53
Lost and Found 53
Personal Items 53
Emergency School Procedures 54
Tobacco Use and Non-Smoking Policy 54
Payments Made to School 54

Medical Information 54

Notifications

Rights Under FERPA 57
Right to Know under Federal Law 58
Rights Under the Protection of Pupil Rights Amendment 58
North Carolina Parents' Bill of Rights 59
Scouting America 59
Title IX 59
Unsafe School Choice Option 60
Asbestos Management Plan 60
Pesticide Notification 61

Other

School-Parent Compact 62
School-Wide Volunteer Opportunities 64

Board of Directors

Perry Flynn, President
Brian Kuppelweiser, Vice President
Chris Swadener, Treasurer
Charles Alt, Secretary
Clarence Henderson, Ex-Officio Member
Melissa Blakely, Director

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Heather McNees, Principal
Evdoxia Georgakopoulos Bakoulas, Dean of Lower Elementary (K-1)
Michelle Hawthorne, Dean of Lower Elementary (2-3)
Jordan Bovais, Dean of Upper Elementary (4-5)
Hillary Buck, Dean of Middle School (6-7)
Sarah Sellers, HS Dean of Instruction
Anna Smith, Dean of Special Education & Intervention

School Mission
To educate and encourage students to become active, compassionate, lifelong learners who respect others and their differences.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, middle school, and high school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.

NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

National Heritage Academies
3850 Broadmoor Avenue
Grand Rapids, Michigan 49512
www.nhaschools.com

Notwithstanding anything herein to the contrary, all policies and procedures will comply with Federal and State applicable laws.

Our Purpose, Vision, and Philosophy

Purpose and Vision
Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Educational Philosophy
The educational philosophy is based on the principles set forth in *Effective Schools Research* developed by Professor Ronald R. Edmonds. *Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book *What Works in Schools*, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:
- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:
- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:
- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched based approach to education by including the following practices in its daily operation of the school:

College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics than on other academic subjects.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result, students who have had behavior problems at other schools are often drawn back into a positive learning environment.

Moral Focus™ Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus™ curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus™ program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. In addition, parents are asked to volunteer by participating in playground activities, becoming a member of school committees, or helping in the classroom, library, or office. To encourage involvement, parents sign a "School-Parent Compact" upon their child's enrollment, committing to active involvement in the school.

American Heritage: It is appropriate to demonstrate a great deal of both pride in the history of the United States and gratitude for our unique roots and founding by gifted men and women.

The Four Pillars of NHA

Academic Excellence

National Heritage Academies has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with NHA, we have carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All of our curriculum meets or exceeds the state educational standards, which includes Common Core.

Moral Focus™

We believe that a strong moral identity is foundational to student success. It is our goal to not only support the virtues parents try to instill at home, but to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA's nine monthly virtues are Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus™ concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character and to create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture. The Moral Focus™ program is an essential part of every student's education.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. NHA parents know they are always welcome and that they are a key to the success of every NHA student.

NHA believes that open communication between school and home improves the quality of the educational experience. Every marking period, parents receive detailed written reports of student performance and accomplishments. These reports are coupled with fall and spring parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use NHA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Academic Excellence: Curriculum

The school uses the National Heritage Academies (NHA) curriculum, a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts

The NHA English Language Arts curriculum, aligned with the North Carolina Standard Course of Study, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, NHA has developed a strong mathematics curriculum, aligned with the North Carolina Standard Course of Study, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science

NHA has implemented North Carolina Standard Course of Study and North Carolina Essential standards that are engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies

NHA's Social Studies curriculum includes the North Carolina Standard Course of Study and North Carolina Essential Standards that examination of historical documents, so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.

Art

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics.

Music

Students are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 8th grade. Students also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity.

Library and Educational Technology

The technology education program at our school equips students with digital literacy skills needed to be productive, safe, and life-long digital learners. The K-12 technology curriculum scaffolds student learning of technology from foundational computer skills to computational thinking and design theory. Our NHA Technology Standards (2023) are derived from the national technology standards for students published by the International Society for Technology in Education (ISTE) and the state technology standards. Online safety, digital citizenship and cyberbullying awareness and prevention is taught annually in compliance with the Children's Internet Protection Act (CIPA).

Moral Focus™

We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today's society. Our Moral Focus™ Program is centered on the study of 9 Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, & Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

Character is defined by which virtues our students determine are important to their lives and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus™ Program is structured around a clearly defined process for teaching and learning virtues. That process outlines those steps, allowing teachers to intentionally guide students through the

process of teaching virtues. They provide them with the opportunity to learn virtues in a way that will not only affect their mind but change their heart.

- **Step 1:** Introduction - Define the virtue
    - Students learn to name the virtue and simply define it in terms they understand as a foundation for their journey. (focus for the 1st week of each month)

- **Step 2:** Connection - Understand the importance of the virtue to create personal meaning and value
    - Students learn to describe the value & meaning of a virtue. A necessary step that motivates them to put forth the effort to put virtue into action. (focus for the 2nd week of each month)

- **Step 3:** Reflection - Recognize the positive impact the virtue has and know exactly how to display it
    - Students learn what it looks like and sounds like through intentional modeling and careful study, allowing them to recognize it in others. (focus for the 3rd week of each month)

- **Step 4:** Application - Find ways to display the virtue and be intentional about practicing it
    - Students are given regular opportunities to practice virtues. Practice is the key to virtues becoming a learned behavior or habit. (focus for the 4th week of each month)

To support the Moral Focus™ program, time is dedicated each day to the teaching of Moral Focus™ virtues. The 4 steps of the process described above form the core of Moral Focus™ instruction. Each month is broken down into 4 weeks of instruction that correspond to the 4 steps for teaching virtues. Each grade bases instruction on a definition of each virtue designed for their grade level. The definitions scaffold in complexity from grade to grade, allowing students to deepen their understanding and extend their ability to display each virtue.

This comprehensive approach provides students with a strong foundation for leading a moral life. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus™ concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Additionally, all students are given the opportunity to participate in service-learning projects.

Academic Excellence: Achievement

Honors Ceremonies

At the end of each quarter, special recognition is given to those students in grades K-8 who have achieved excellence in their academic progress as well as in the Moral Focus. Students are given awards based on their individual accomplishments during the previous quarter. Students in grades K-2 are recognized for specific academic accomplishments, and students in grades 3-8 are recognized based upon A or A/B Honor Roll status. Perfect attendance is also honored at the end of each semester. A student earns perfect attendance by receiving no absences, no tardies, and no early dismissals.

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s)delivering the instruction and available programs
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade
5. The recommendation of the student's parents and teachers
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students

The decision to retain a student with a disability is approached with great caution. The Principal, after consultation with the IEP Team, makes the final decision regarding the promotion and retention of students with disabilities. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the school. If a parent appeals the principal's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

English Learner Students
The retention of an English Learner (EL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the EL Coordinator, EL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills, but may be retained for other factors.

Reading Proficiency and Student Promotion

1. Students in the third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third-grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students. The charter school shall provide reading interventions to retained students to remediate reading deficiency, which may include 90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps.
2. Students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:
    a. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
    b. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two-school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
    c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
    d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. G.S. 115C-218.85 Page 2
    e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.
3. The charter school shall provide notice to parents and guardians when a student is not reading at grade level. The notice shall state that if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless he or she is exempt from mandatory retention for good cause. Notice shall also be provided to parents and guardians of any student who is to be retained under this subsection of the reason the student is not eligible for a good cause exemption, as well as a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.
4. The charter school shall annually publish on the charter school's Web site and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:
    a. The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.

   b. The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
   c. The number and percentage of third grade students who take and pass an alternative assessment of reading comprehension, and the name of each alternative assessment used for this purpose with the number of students who passed it.
   d. The number and percentage of third grade students retained for not demonstrating reading proficiency.
   e. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection.
5. The charter school shall not use a three-cueing system, as defined in G.S. 115C 83.3(9a), or a curriculum with visual memory as the primary basis for teaching word recognition in any instruction or intervention provided to students in grades kindergarten through three.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the Procedural Safeguards that are available from a school administrator or special education provider.

The Multi-Tiered Systems of Support

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional supports.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams* identify groups of students that need additional support(s) with grade level standards in reading, math, behavior, or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

**Problem-Solving Team: This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students.*

Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA.

Procedures for Problem-Solving Teams

The problem-solving team should ask the following questions at each time progress monitoring data is discussed for groups of students (in addition to previously established problem-solving protocol):

- Has our problem-solving shifted from overall instruction, environment, and curriculum for groups of students to individual, student-centered concerns?
- Are there any individual students that are consistently not making progress with interventions?
- Are there any individual students that are unlikely to achieve grade level standards by the end of the school year?
- Does the data indicate that the consistent lack of progress with intervention may be caused by a disability?
- Does the individual student's progress in the general curriculum have characteristics typically associated with a disability?

Depending on the cumulative responses to these questions, the problem-solving team may have a basis of suspecting a disability and if a disability is suspected, should refer to the IEP Team.*

**Individualized Education Program Team (IEP Team): This is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and ensures that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. The implementation of interventions prior to a referral to the IEP Team is not required if a disability has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.*

Procedures for Communication with Parents
Parents will be notified, in writing, that their student requires intervention beyond Core (Tier 1). A parent/guardian notification will be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive. A parent letter will also be sent each time the student successfully responds to intervention – intensive to supplemental and supplemental to core.

Child Find Responsibilities

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and “advancing from grade to grade…”. A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If a parent verbally requests an evaluation (also known as a parent referral to special education); staff should advise and assist the parent, as needed, in putting the request in writing and send to the principal/teacher/EC teacher. Upon receipt by the public-school unit, the principal/teacher/EC teacher shall provide the request to appropriate EC personnel/Administrator over Special Education to schedule the IEP meeting to discuss/consider the parent request. The date the public-school unit receives the written request begins the regulatory/procedural timeline associated with initial referrals/evaluations. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

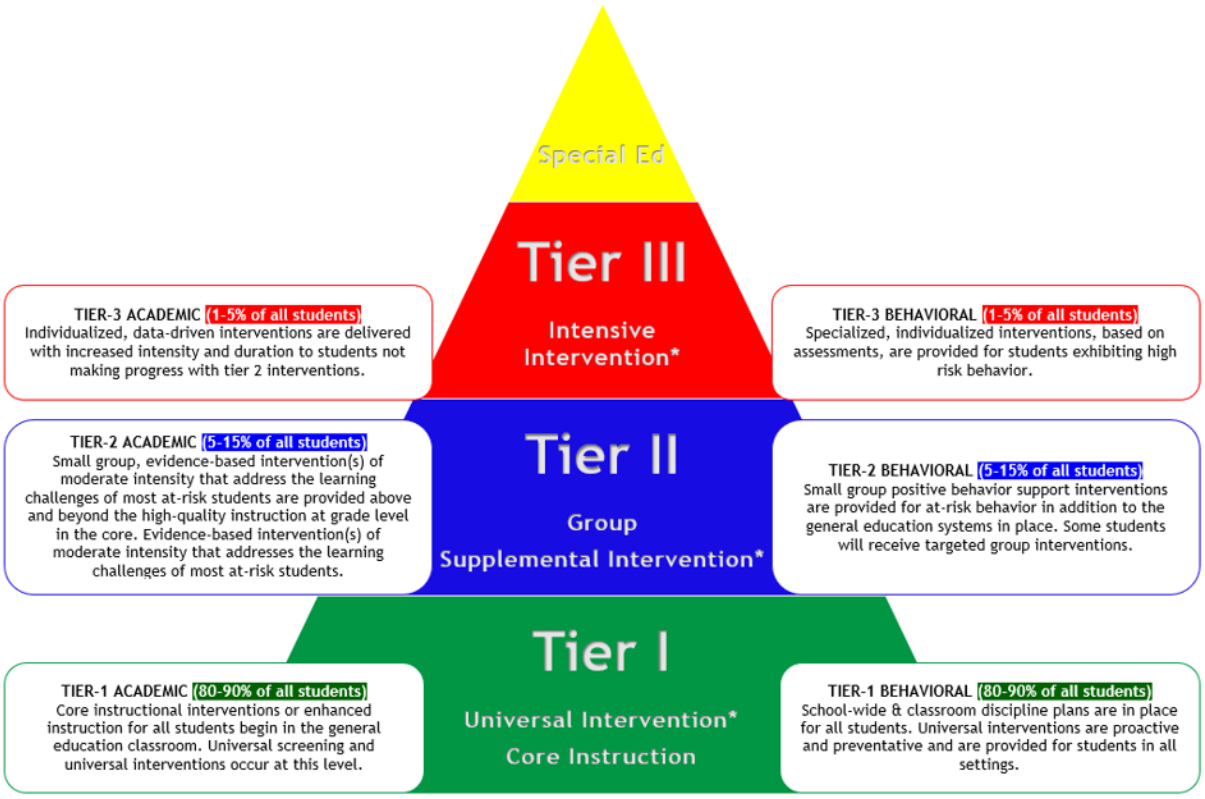
The Individualized Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individualized Education Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student’s present level of academic achievement and

functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully, so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and otherwise as required by law.

MTSS Tiered Intervention Flowchart



*Regardless of the tier of support a student is receiving, the following apply:

- The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.
- A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.
- Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:
In-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the

school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations and consistent with state law. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus™

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate, but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus™ provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child's character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach them. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus™ Expectations

Our Moral Focus™ program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus™.

- Moral Focus™ monthly virtues are posted in all classrooms and around the school.
    - Students will be able to identify the Moral Focus™ virtue of the month.
- Monthly virtues are explicitly taught through lessons, activities, or assemblies.
    - Students will be able to define each Moral Focus™ virtue.
- Moral Focus™ virtues are incorporated throughout day-to-day interactions.
    - Students will be able to provide examples of behavior that exemplify each Moral Focus™ virtue.
    - Teachers will be able to capitalize on teachable moments using the Moral Focus™ virtues.
    - Teachers will redirect student behavior referencing the Moral Focus™ virtues.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

By intentionally teaching the Moral Focus™ virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that will not only affect their mind but change their heart. To support teachers as they work to develop the character of the students they serve, time is dedicated each week to the teaching of Moral Focus™ virtues.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process as it allows students to be actively engaged in their own learning. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- Homework is intended to align with student proficiency goals.

Guidelines

1. Parents and students should expect regular homework.
2. Assigned homework that requires completion is part of each student's evaluation.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.

Make-Up Work

Students have an obligation to complete assignments missed during illness, suspension, or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.

2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.

3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.

4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a

computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.

8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

9. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to NHA and cloud site-based hardware. A process is in place

for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Student Responsibility: Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable suspicion under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others and report the finding of such items to law enforcement officials to the extent required by law. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, and any other electronic devices shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If

the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate and the electronic device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person. A physical search may only be conducted by a staff member of the same sex as the pupil. School personnel shall not conduct strip searches or body cavity searches of any pupils under any circumstances.

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, we actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools.

Building-Wide Expectations

The PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations will be clearly posted in each of our schools.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place (including en route to or from school) when the student's behavior has a direct or immediate effect on maintaining order, safety, health and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal acts other than as enumerated herein
- Criminal Sexual Conduct as defined by state law
- Cyber-bullying pursuant to state law
- Defacement/Damage of property or theft/possession of stolen property
- Disruption of school
- Excessive tardiness or absences as defined in the Attendance Policy
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers

- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Malicious or willful types of behavior that endanger the safety of others
- Misuse of copyrighted materials
- Persistent disobedience
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of electronic device(s) defined by school policy that are not approved by the Principal
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment and non-Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of alcohol and/or drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Bullying or Harassing Behavior

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

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

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion,

ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) school days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

These procedures are not applicable to Title IX Sexual Harassment.

Disciplinary Procedures

A student may be disciplined at any level depending upon the facts, frequency and/or severity of the act of misconduct. The Board authorizes the School Principal, or the Principal's designee in the Principal's absence, to determine the level of discipline to be recommended or imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed directly with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF TEN (10) SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365-day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Hearing Administrator must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses. If the principal has recommended the expulsion of any student, the Board's decision shall be based on substantial evidence that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff. If the Board decides to expel a student, the school does not have alternative educational services available. An expelled student will not be offered any alternative services.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

As a general rule, prior to any suspension of the student, the principal or the principal's designee (in the event the principal is unavailable) shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the principal or the principal's designee shall provide the student with an explanation of the evidence.

2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal or the principal's designee may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal or the principal's designee determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The principal or the principal's designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The Hearing Administrator, designated by the Board of Directors, will hear all long-term suspensions and expulsions.

1. The principal and/or dean may recommend to the Hearing Administrator the long-term suspension of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension or expulsion.

2. The Hearing Administrator shall provide the student an opportunity for a hearing before imposing a long-term suspension. If the student declines a hearing or if no hearing is timely requested, the Hearing Administrator shall review the circumstances of the recommendation for long-term suspension or expulsion and may:
    a. Impose and/or decline to impose the recommended suspension or expulsion; or

b. Modify and impose the recommended suspension or expulsion.

3. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's recommendation to suspend or expel. The written notice shall:
   a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.

   b. If a hearing is desired, the student or parent must notify the principal in writing within two (2) days of receiving the notice. If a hearing is timely requested, it will be held, and a decision issued before a long-term suspension or expulsion is imposed. If the student or parent requests a postponement of the hearing or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student nor the parent appears for the hearing, the parent and student are deemed to have waived the right to a hearing and the Hearing Administrator shall conduct the review set out in Section B2 above.

      Should a hearing be timely requested, the hearing will be conducted by the Hearing Administrator designated by the Board of Directors. For the hearing, the student will be provided procedural due process pursuant to state law including, but not limited to, the following:
      i. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.
      ii. The right to be present at the hearing, accompanied by his or her parents.
      iii. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges.
      iv. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
      v. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension.
      vi. The right to have a record made of the hearing.
      vii. The right to make his or her own audio recording of the hearing.
      viii. The right to a written decision, based on substantial evidence for long-term suspensions and based on substantial evidence for expulsions, presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension or expulsion and containing at least the following information:
         i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
         ii. Notice of what information will be included in the student's official record.

iii. The student's right to appeal the decision and notice of the procedures for such appeal.

c. Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.

d. Include what information will be included in the student's official record and the procedure for expungement of this information.

4. Prior to the expulsion of any student, the Board shall conduct a hearing to determine based on substantial evidence whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to expulsion, the Board shall also consider whether there are alternative education services that may be offered to the student.

Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. Subject to available resources, students who receive a long-term suspension may be offered alternative education services during the long-term suspension period.

All disciplinary decisions made by the Hearing Administrator are subject to appeal to the Board of Directors. In order to initiate such an appeal, the student or parents must request an appeal hearing in writing to the principal within ten (10) days of the Hearing Administrator's decision. Upon receipt of the request for an appeal hearing, the principal will forward the request to the Board of Directors. Legal Counsel for the Board of Directors will schedule a hearing as quickly as possible upon receipt, but no later than thirty (30) days after receipt of the request for appeal hearing. Board Counsel will communicate with the parents and the Board to ensure availability of all necessary parties. At the family's election, the student may be represented at such hearing by independently retained legal counsel. Students and parents will promptly be notified of the Board of Directors' final decision from the appeal hearing following reasonable deliberation by the Board. The decision by the Board of Directors represents the School's final decision.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Miscellaneous Provisions

A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

B. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of

disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. Suspended/Expelled Students on School Property or Attending School Activities
A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

D. Maintaining Class Progress
When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Contract is a written document that outlines specific behavior expectations and disciplinary action for a student.

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher, principal and/or dean.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Expulsion is defined as a decision to remove a student fourteen (14) years of age or older from school whose continued presence in school constitutes a clear threat to the safety of other students or school staff.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-School Suspension room must be supervised by an adult employee of the building at all times.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten (10) school days. Once a student accumulates more than ten (10) school days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a BSP for the future.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the

parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Behavior Threat Assessment & Management (BTAM) Process

Recognizing that certain behaviors may be indicative of potential risk of safety to self or others, school officials will implement a threat assessment process.

The BTAM team will be a multi-disciplinary team made up of school officials. For purposes of assessment and intervention, school officials shall mean principals, deans, mental health counselors, social workers, teachers, law enforcement, NHA employees and outside consultants who have a legitimate educational interest in the behavior the student (34 CFR §99.36).

The following behaviors shall be reported for screening:

- Commits an act of violence upon a teacher, administrator or other school employee.
- Commits an act of violence against another student while on school property.
- Commits an act of violence against any person on school property.
- Possess or display a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property.
- Threatens to use any instrument that appears capable of causing physical injury or death while on school property.
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property.
- Knowing and intentionally damaging or destroying school property.
- Risky behaviors such as grievances with classmates, discipline problems, criminal activity, cruelty to animals, intolerance, prejudice or affiliation with gangs are paired with escalating behaviors or unexplained behavioral changes.
- Threats and/or communications that have context and meaning to support a legitimate safety concern.
- Persons on the receiving end of a concerning behavior fear for their safety.
- Concerning behavior or threat made through the state confidential tip line.

If the screening reveals that there is a need to conduct a full threat assessment the BTAM team shall meet to collect data and investigate the event.

At the conclusion of the BTAM assessment, school leadership shall complete the BTAM Intervention and Monitoring plan. Only the Intervention and Monitoring plan shall be maintained in the student’s educational record. The Intervention and Monitoring plan shall be reviewed and modified as determined by the BTAM team until it can be placed into an inactive status.

Parental Partnership: Communication

Effective communication between the school and home is vital to the academic success, and emotional and social well-being of students. The school will communicate often and by a variety of means in an effort to keep parents informed of the programs, events, and activities at school and the academic growth and achievement of students.

Secure School Website

National Heritage Academies (NHA) is committed to student achievement and parental involvement. NHA maintains a secure website, the NHA Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The NHA Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades.

Through the NHA Parent Portal, parents also can access NHA's school-to-parent communication tool to see school updates and engage with staff members, including sending direct messages. Questions related to the Parent Portal should be directed to parentportalsupport@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed twice per year. Parents are expected to complete one survey per household.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon, and in each class period for grades 6-8.

Arrival

Students in grades K-8 should arrive at school between 7:35 a.m. and 8:00 a.m. After exiting their vehicle, students should proceed directly into the building or wait at the designated location. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them immediately upon entering the building. Prompt arrival is essential for a strong begin to an instructional day.

Students will enter the building through drive line. Parents and guest coming into the building during arrival must come in through the front of the building and sign-in in the front office.

Dismissal

School dismisses at 3:00 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30 p.m. Any students remaining after 3:25 p.m. will make an attempt to reach a parent for details regarding transportation. Parents will be required to sign out his/her child upon late dismissal, indicating the time the student left the school building (not when the parent arrived to campus or arrived in the late day line). The time the student leaves the building will indicate if payment should be rendered.

Parents will receive two verbal warnings for late pick-up. The school will contact Child Protective Services and/or the local authorities, without notice to the student's parents. Additionally, the following may apply:

- Parents will be required to pick up their student's class assignment, including middle school elective schedule
- Progress Reports/Report cards, including graduation documents will be held
- A student's participation in graduation or promotion ceremony/event will be denied
- A student's participation in non-required field trips and/or field day will be denied
- A student will be denied the option to purchase a school yearbook
- A student will be denied the option to participate in school athletics
- Only information necessary for grade or course registration will be sent for students who withdraw and enroll in another school

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Parents must walk tardy students into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)

- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

We consider abuse of tardies and/or early dismissals as lost instructional time, which may be addressed by the principal.

Please Note: When a student accumulates 10-20 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours.

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Abuse of excused absences may be investigated by the principal and could result in a referral to the District Attorney, Director of Social Services, and/or the County Juvenile Court or other disciplinary action.

Absences (Excused and Unexcused)	Chronic Absenteeism Procedures & Notifications
0	Notification of Attendance Expectations to all parents/guardians
10% of total school days	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)*

18 days	Appropriate Consequence*

*Potential referral to District Attorney, Director of Social Services, and/or the County Juvenile Court with certified return receipt to parent. Such referral shall be issued pursuant to the Truancy section of the Parent and Student Handbook. Factor considered in grade promotion. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.

Note: Any student who accumulates 15 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student is referred to the District Attorney, Director of Social Services, and/or the County Juvenile Court.

Unexcused absences	Truancy Procedures & Notifications
3	Notification of Attendance Expectations to all parents/guardians
6	Notification of Attendance Expectations to Parent/Guardian by mail of possible violation of the NC Compulsory Attendance Law; Meeting held with School Attendance Counselor to review unexcused absences & identify solution(s) to eliminate the problem.
10	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)
11+	Truancy paperwork filed with local magistrate office

The principal may act as the school’s attendance officer or delegate that duty. The school’s attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor for the bright green polo is Image Builders. To purchase shirts, you may contact Image Builders' toll-free customer service hotline at (855) 654-6243. For additional information, please visit the School's web site. The School's preferred uniform vendor for the plaid uniform pieces is French Toast. You may contact French Toast by visiting their website.

Uniform Requirements

Uniform Tops

- Grades K-4: All shirts must be a short- or long-sleeve bright green or white polo.
- Grades 5-8: All shirts must be a short- or long-sleeve bright green, red, navy blue, or white polo.
- Grades K-8: Students may also wear any solid navy blue cover up (for example sweaters, sweatshirts, vests, etc.) Hooded sweatshirts must be solid navy blue and/or the navy blue hooded Phoenix Academy sweatshirt purchased from Phoenix spirit store.
- Undershirts (t-shirts worn under uniform shirts) must be white and must fit appropriately under the uniform shirts. Undershirts must not have longer sleeves than uniform shirts.
- Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Grades K-4: Dress bottoms must be solid navy blue.
- Grades 5-8: Dress bottoms must be solid navy blue or khaki.
- Grades K-8: Uniform pieces in navy red plaid #36 from French Toast are allowable.
- Athletic, spandex and denim materials, yoga-style pants, carpenter loops, and decorative embroidery are not permitted.

Uniform Shoes

- Shoes may be any color.
- Shoes must be loafer style, dress shoes, or tennis shoes. Croc-style shoes are not permitted.

Uniform Headwear & Accessories

- Socks, if visible, must be uniform colors.
- Tights and leggings worn underneath uniform bottoms must be solid white or navy.

Optional Friday Dress Down days guidance:

- Dress down Friday's include all below General Expectations Guidelines.

- Denim jeans (no holes, fraying, patches, or tears) may be worn.

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.
- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Shorts must extend past the mid-thigh (mid-thigh is determined as halfway between inseam and knee).
- Skirts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats, hoods, and other headwear except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Spirit week and other special occasion attire may be worn only with administrative permission.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

Building a Capacity for Parent and Family Engagement
Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];
f. Provide other reasonable support for parental involvement and involvement activities to ensure a sucessful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].
To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)]**.**

The following initiatives have been implemented at the school:

a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
f. The principal will be available upon request to help parents/guardians better understand the state assessments.
g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

a. School assemblies/ceremonies (parents invited)
b. Volunteer opportunities
c. Classroom observations (as requested)
d. Special event and reminder notices
e. Parent Room with community resources listed and computer access
f. Voice of Parent survey
g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

a. Annual Federal and State Programs (including Title I) Parent Meeting
b. Annual Parent and Family Continuous School Improvement Meeting
c. The Parent and Student Handbook
d. Regular school and classroom newsletters
e. The annual school calendar
f. Report Cards
g. Parent-Teacher conferences
h. Parent and Family Engagement events
i. The School-Parent Compact
j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school Improvement Planning process and plan

Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.

Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
b. The needs of parents and family members in assisting with the learning of the children;

c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

a. Providing professional development for school staff on parent and family engagement strategies;
b. Supporting parent, family, and community outreach programs;
c. Best practices for increasing parent and family engagement;
d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

Collaboration Statement

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site must obtain a Volunteer Authorization and Release form in the school office.
2. All visitors and volunteers must be processed through the visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus™ Philosophy.
5. The distribution of literature, without prior approval from a dean or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required.
10. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers,

overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.

2. Volunteers must follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the event. “Side trips” are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.
6. Volunteers must behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers’ and administrators’ discretion.

General School Procedures

Transportation

Although transportation is not required to be provided by the school, the school will assist families in facilitating transportation needs through providing information to parents regarding carpooling, private carriers, and public transportation possibilities.

Drivers

Traffic congestion can occur on a daily basis during the arrival and dismissal process. Parents are asked to be patient and to plan on some delays, particularly during inclement weather. Please contact the front office should you have questions about the arrival and dismissal process. Students will be dismissed via car line or daycare vans. There is not space available to park, go into the office and pick up during active car line times.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet. This is only applicable for 8th grade students as K-7th grade students are not allowed to bike to or from school.

Walkers

Parents or guardians who wish their students to walk home from school must complete the Student Walk Home Release form. Students who walk to and from school should go directly home or to their other regular after-school care location following dismissal for their own safety and security. Failing to do so may cause undue worry for parents and staff members. This is only applicable for 8th grade students as K-7th grade students are not allowed to walk to or from school.

Meals

For grades 5-8, the school schedule allows for a 30-minute lunch period. Students in grades K-4 have a 30-minute lunch and recess period. A nutritious lunch, including milk, may be purchased at school, or students may bring a sack lunch from home. Breakfast is also offered prior to the start of school.

Parents should complete an online Free/Reduced Application or the forms are also available in the school's front office. Students not qualifying for subsidized meals must prepay. Lack of prepayment will result in discontinued meal service. Parents are encouraged to pay for meals using the free online secure service at the LINQ Connect website. The account can be set up using the student's ID number and first and last name exactly as it is in Parent Portal, and payments can be made with either a credit card or check. At the LINQ Connect website, parents can make payments, view their balance, and monitor purchased meals. Any remaining balance upon a student withdrawing from school will be refunded upon request.

Meal Rules

Students must bring lunch from home. Candies, sodas, chips and sweets are discouraged. No glass bottles/containers are allowed. Only under extenuating circumstances may parents take their children off campus for lunch. Fast food lunches may not be delivered to the school.

Snacks
A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. During the snack time, students must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda, and sweets are not acceptable.

Recess
As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area.

Holiday Celebrations
Birthdays
To protect instructional time, birthdays are celebrated on a designated day each month. Teachers will notify families of these designated dates.

Christmas/Winter Holiday
Classes may have a small party at the end of the last day before the Christmas/winter holiday.

St. Valentine's Day
Students in grades K-5 may to celebrate St. Valentine’s Day by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents’ convenience. Students who bring valentines should give one to each of their classmates.

Field Trips
When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found
The lost and found is located in the front office of each building. Unclaimed items are donated to charity at the end of the semester.

Personal Items
The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students’ educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, and electronic devices during the instructional day at school or school-related events unless approved by the Principal. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's or dean's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal or dean. The principal's or dean's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolConnect calling system. Each school makes their own decision about closures or delays due to inclement weather. Decisions made by local school districts do not apply to our school. In the event of closure, teachers will provide learning opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch

Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning

All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.

Emergency Drills

Emergency drills are held throughout the year. In some instances, parents may be informed following a drill.

Tobacco Use and Non-Smoking Policy

The school is a non-smoking facility. Any form of smoking, including but not limited to e-cigarettes/vaporizers and paraphernalia, and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students or school personnel at any school-sponsored event. For the purposes of this section, school property includes without limitation any property owned or operated by the school's management company.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are required to provide evidence of required immunizations.

Health Screenings
Every child entering a North Carolina school for the first time is required to obtain a health assessment (completed no more than 12 months prior to the date of school entry) that includes a medical history and physical examination with screening for hearing and vision. The parent/guardian has 30 calendar days from the first day of attendance to present the health assessment transmittal form for the student. After 30 calendar days, students will be excluded from school until the required health assessment transmittal form is presented.

Immunization Requirements
A Certificate of Immunization must be presented for each student on their first day of attendance showing evidence of age-appropriate vaccination in accordance with state law and regulation. If a Certificate of Immunization is not provided on the first day of attendance, it must be presented within 30 calendar days. If a Certificate of Immunization is not received within 30 calendar days, students will be excluded from school until the parent/caregiver provides documentation of meeting minimum immunization requirements or proof the student has begun the immunization process. Your healthcare provider and/or local health department are available to assist you in your child's vaccination requirements.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. Parents may request in writing a religious exemption from immunization. There is no exception for personal belief/parent philosophy not founded upon religious belief.

Please refer to the North Carolina Immunization Branch (NCIB) website for the most current information regarding minimum required immunizations and additional important details regarding the vaccines.

Garrett's Law
Garrett's law, enacted in 2004, mandates North Carolina schools to provide parents and guardians with information about meningococcal meningitis and influenza, and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV.

Medication Administration
Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed (written instructions from a licensed prescriber are required for all prescription medication administered to students) or over the counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

A physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must specify the name of the student, name of the licensed

prescriber, name of the prescription drug, dosage, effective date, frequency of administration, and directions in a legible format. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying their child on a field trip, the parent will be required to administer the child's medication.

Notifications

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, and NHA personnel which have a legitimate educational interest, which reflects the need to access a student's educational records for a particular reason, such as carrying out the performance of such school official's duties as it relates to that student's academic progress, behavior, or discipline.
    2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions
    8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena

9. Appropriate parties, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue SW
  Washington, D.C. 20202-5920

Right to Know under Federal Law

Parents of students have the right to know the professional qualifications of the school's classroom teachers and the school must give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

A copy of the Parent Right to Request Teacher Qualification letter is available here.

Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
  1. Political affiliations or beliefs of the student or student's parent
  2. Mental or psychological problems of the student or the student's family
  3. Sexual behavior or attitudes
  4. Anti-social, demeaning, illegal, or self-incriminating behavior
  5. Critical appraisals of others with whom respondents have close familial relationships
  6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
  7. Religious affiliations, beliefs, or practices of the student or parent
  8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
  1. Any other protected information survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to

protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

North Carolina Parents' Bill of Rights

The North Carolina Parents' Bill of Rights outlines the basic right of parents regarding educational decisions about their children, such as the right to school of choice, access to academic information, state test scores and teaching and learning material. More information on the Parents' Bill of Rights can be found on the School's website.

Scouting America

The school does not discriminate against any group officially affiliated with either Scouting America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of Scouting America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Title IX

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Academy or designee) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy or designee with the assistance of NHA legal counsel as necessary and appropriate.

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: “No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance....”

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Heather McNees
7847 Clinard Farms Rd.
High Point, NC 27265
336-869-0079
126.hmcnees@nhaschools.com

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the “Title IX Grievance Procedure.” *34 CFR 106*

The language above will be posted on the School’s website within two clicks of the home page; in other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.).

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student’s grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the

school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

School-Parent Compact

Phoenix Academy and the parents of enrolled students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-2026.

School Responsibilities: Phoenix Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows: employing state qualified teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Adequate notice will be provided to parents of conference scheduling.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent-teacher conferences and informal meetings with parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent-teacher conferences, via regular email and phone communication with parents, through SchoolConnect and also during more informal consultations on an as-needed basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters and SchoolConnect.

Parent/Guardian Responsibilities: We, as parents, will support our children's learning in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child's attendance and homework completion.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child, by mail, SchoolConnect or other means and responding, as appropriate.
- I will serve, to the extent possible, on policy advisory groups, such as being a parent representative on the school's Continuous School Improvement Team, or other school advisory or policy groups.

- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

_____

_____

_____ _____
Parent/Guardian Signature Date

_____ _____
Parent/Guardian Signature Date

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

Teacher's Commitment: I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, SchoolConnect or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

_____ _____ _____
Teacher Signature Teacher Printed Name Date

School-Wide Volunteer Opportunities

The school Board and staff members support the school's commitment to parental involvement, believing strongly that it is a main ingredient for student success. On the back of this page is a listing of the volunteer opportunities available to parents at the school. The committees are listed first, followed by committee support and other opportunities. Please check all opportunities in which you are interested. As you participate in these opportunities, you will be fulfilling the School-Parent Compact by helping to provide an exemplary educational experience for our students. Thank you in advance for helping make our school exemplary for our children.

Volunteer opportunities specific to your child's classroom are on a separate form.

Volunteers will be required to submit to a criminal background check.

Parent name(s): _____

Address: _____

Phone number: _____

Best time to be reached: _____

Children's names and grades:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Please check all opportunities in which you are interested.

Committee Membership
Members must be available to meet the last Tuesday evening of each month. Please number committees in order of your preference. You will be assigned to one.

_____ **Grounds and Facilities**
Plan projects such as spring clean-up, playground equipment installation, etc.

_____ **Boosters**
Organize several fundraising projects throughout the year

_____ **Family Fun**
Plan one special event for the school's families

_____ **Hospitality**
Coordinate refreshments for specials events

_____ **Moral Focus**
Plan ongoing activities and projects related to the monthly virtues

_____ **Staff Appreciation**
Plan and coordinate Teacher Appreciation Day and other events to recognize the staff

_____ **Technology Advisory Group**
Support the NHA Master Technology Plan by increasing computer literacy

_____ **Ambassadors**
Assist with events to attract families to the school

_____ **Library**
Coordinate efforts for volunteers to help with library administrative duties

_____ **High School Events**
Support events such as graduation, prom, trips, etc.

Committee Support Opportunities
These include a wide variety of tasks and time commitments. Many are one-time opportunities.

_____ **Grounds and Facilities -** Assist by raking, planting, building, and cleaning
_____ **Boosters -** Assist with fundraisers (e.g., distribution of goods and bag rolling)*
_____ **Family Fun Day -** Assist with set-up, clean-up, or other tasks*
_____ **Hospitality -** Bring cookies or other refreshments for one or more special events*
_____ **Library -** Cover, repair, or shelve books; read and review books; or assist at Book Fair*
_____ **Moral Focus -** Assist with projects as needed at one or more activities
_____ **Staff Appreciation -** Bring food or other items for events*
_____ **Technology Advisory Group -** Support the NHA Master Technology Plan by increasing computer literacy
_____ **Ambassadors -** Assist with events to attract families to the school
_____ **Fundraising -** Assist with fundraising

Other Opportunities

_____ **Lunch/Playground Supervision**
Supervise classes during lunch or recess on a weekly, bi-weekly, or monthly basis

_____ **Music**
Assist with music programs (e.g., decorating, organizing)*

_____ **Office Help**
Assist office staff as needed

_____ **Physical Education**
Assist with Field Day, Mileage Club, or intramurals

_____ **Art**

Organize events and materials

* Denotes areas which include some tasks that may be completed at home.

Lower Elementary Building
(Grades K-2)
4020 Meeting Way
High Point, NC 27265
Phone: 336-863-0079, opt. 1

Upper Elementary and
Middle School Building
(Grades 3-7)
4191 Mendenhall Oaks Parkway
High Point, NC 27265
Phone: 336-863-0079, opt. 2

High School Building
(Grades 8-12)
7847 Clinard Farms Road
High Point, NC 27265
Phone: 336-863-0079, opt. 3

Parent and Student Handbook
2025-2026
Grades 9-12

A charter school managed by
National Heritage Academies, Inc.

Parent and Student Handbook
Table of Contents

Parent Welcome 6

School Board 7
- Mission Statement 8
- Core Values 8

Attendance 9
- Arrival 9
- Tardiness 9
- Early Dismissal 9
- Absences 10
- Truancy 11
- Extended Family Vacations 12
- Family Death or Terminal Illness 12
- Illness During the School Day 12
- Voluntary Withdrawal 12

Curriculum 13
- Admissions 13
- High School Graduation Requirements 13
- Valedictorian and Salutatorian Selection Criteria 13
- College Admission Requirements 14
- Community Service 14
- College Entrance Exams 14
- Advisory Program 14
- Grades 15
- Parent Portal 15
- Incomplete Grades 15
- Schedule Changes 15
- Advanced Placement 16
- Academic Integrity 16
- Honor Roll 16

Policy on Academic Probation 16
Credit Recovery Programs 17
Athletic Eligibility 17

Homework 18
Philosophy 18
Guidelines 18
Make-Up Work Due to Illness 18
Late Homework Policy 18

Promotion and Retention 20

Dress Code 21
Uniform Preferred Vendor Information 21
Uniform Requirements 21
General Expectations 22

General School Procedures 24
Personal Items 24
Arrival and Dismissal Procedures 24
Emergency School Closing 24
Medical Information 25
School Meals 26
School Telephones 26
Tobacco Use 27
Transportation 27

Related Activities 28
Field Trips 28
Holiday Celebrations 28

Communication 29
Secure School Website 29
Parent Satisfaction Survey 29
Parent-Teacher Conferences 29

Standardized Testing 30

Technology Use and Internet Safety Policy 31
Introduction 31
Internet Use 31
Responsibilities and Expectations 32
General Rules of the Network 32
Protection of Data 34
Installing Software 34
Publishing of Student Work and Photographs 34
Additional Information 34

Laptop Acceptable Use Policy 36
Laptop Use 36
Laptop Daily Care 36
Security 37
Other People's Laptops 39
Disciplinary Consequences 39

Search and Seizure Practices and Procedures 41
Search and Seizure of Electronic Devices 41
Search and Seizure of Person and/or Personal Property 41

Positive Behavior Intervention Support 42
Building-Wide Expectations 42

Student Code of Conduct 43
Acts of Misconduct 43
Disciplinary Procedures 44
Bullying and Harassing Behavior 46
Due Process Procedures 47
Miscellaneous Provisions 50
Definition of Terms 51
Behavior Threat Assessment & Management (BTAM) Process 51

Visitor and Volunteer Guidelines 53

General 53
Classrooms 53
Field Trips 53

Student Support Services and Special Education 55
Child Find 55
Rehabilitation Act of 1973 - Section 504 (General Education) 55
The Teacher Assistance Team 55
The Individual Education Program 56
Educational Placement of Students with Disabilities 56
Parent Participation 57
Crisis Management: De-escalation, Isolation and Restraint of Student 57

Moral Focus™ 58
Moral Focus™ Expectations 58

Title I Parent and Family Engagement Policy 60

Notifications 64
Rights under FERPA 64
Right to Know under the Every Student Succeeds Act of 2015 65
Rights under the Protection of Pupil Rights Amendment 65
North Carolina Parents' Bill of Rights 66
Scouting America 66
Gender Equity Policy (Title IX) 66
Unsafe School Choice Option 67
Asbestos Management Plan 67
Pesticide Notification 68

School-Parent Compact 69

Parent Welcome

Dear Parents,

Welcome to the 2025-2026 school year! Phoenix Academy High School will be entering its fourth year of service to families seeking a quality education. We are excited and honored that you have chosen Phoenix Academy for your son or daughter's high school education.

We are excited about our first graduating class, and we are dedicated to the role we will each play in in this exciting accomplishment. To that end, and in the spirit of continuous improvement, the administration, faculty and staff have worked hard throughout the summer to update facilities, refine our curriculum and instructional practices, and enhance our resources to support all students.

An important component of Phoenix Academy is the involvement of parents. We are partners and collaborators in our students' education; we believe that having parents and staff members work together toward common goals is critical to each student's success. There are several means through which parents can be an integral part of their son or daughter's education:

- Talk to your son or daughter about school and reinforce that success at school is a priority
- Provide a dedicated time and place for your son or daughter to do his/her homework
- Ensure that your son or daughter is on time to school each day and has minimal absences
- Establish open communication with your son or daughter's teachers through email contact and attendance at Parent-Teacher Conferences
- Participate in school-based activities such as Parent Organization, Athletic Boosters, School Improvement Team, and by attending school sponsored events
- Access the parent portal on a regular basis to monitor your student's grades, attendance, and behavior

The purpose of this handbook is to help you become acquainted with the guidelines and procedures in effect at Phoenix Academy. Please contact us if you need clarification regarding any of the information in this handbook.

Again, welcome to Phoenix Academy and the 2025-2026 school year!

Heather McNees
Principal

Phoenix Academy High School Parent and Student Handbook 2025-2026
(Grades 9-12)

Board of Directors

Perry Flynn, President
Brian Kuppelweiser, Vice President
Chris Swadener, Treasurer
Charles Alt, Secretary
Clarence Henderson, Ex-Officio Member
Melissa Blakely, Director

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Heather McNees, Principal
Evdoxia Georgakopoulos Bakoulas, Dean of Lower Elementary (K-1)
Michelle Hawthorne, Dean of Lower Elementary (2-3)
Jordan Bovais, Dean of Upper Elementary (4-5)
Hillary Buck, Dean of Middle School (6-7)
Sarah Sellers, HS Dean of Instruction
Anna Smith, Dean of Special Education & Intervention

School Mission
To educate and encourage students to become active, compassionate, lifelong learners who respect others and their differences.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, middle school, and high school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.

NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

National Heritage Academies
3850 Broadmoor Avenue
Grand Rapids, Michigan 49512
www.nhaschools.com

Notwithstanding anything herein to the contrary, all policies and procedures will comply with Federal and State applicable laws.

Mission Statement

To educate and encourage students to become active, compassionate, lifelong learners who respect each other and their differences.

Accent on Achievement: Much will be expected from the students and their families at the school...and much will be gained. The potential to live a great life begins with a great education. The school is designed to educate, support, and guide students through high school graduation, building the bridge that ultimately leads to college and career success. Employing a powerful combination of experienced leadership, rigorous curriculum and an emphasis on moral character, the school fosters the high achievement and healthy development of every student.

Core Values

Rigor: Our graduates will read well, write clearly and coherently, study effectively, reason soundly, and question thoughtfully. We will give students multiple opportunities to learn and demonstrate their accomplishments.

Relevance: We will lead students toward rigorous learning by posing essential questions and developing knowledge, skills and understanding that can be transferred and applied to realistic tasks and real-world settings. We endeavor to bring curiosity, challenge, pleasure, and a sense of accomplishment into our students' lives. Everything taught at our school aims to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical in nature.

Relationships: To succeed in our mission, we need the students' parents' active partnership and agreement with the school mission, which includes a personal commitment to serious academic challenge. Parents will take an active role in their child's education by providing basic needs, so their child is ready to learn. By learning values and good work ethics at home, students will be prepared to succeed at school. Mutually respectful and cooperative in school and community, parents and staff will work together with the vision of helping students become productive members of the school and society. Administrators, teachers and counselors will be visible and accessible to students.

Responsibility and Moral Focus™: We encourage students to be accountable for their actions, and to be guided by the values of being respectful, truthful and ethical. Students at the school understand that learning requires effort and hard work. Through their sense of good values, positive behavior, and moral conscience, they will hold themselves accountable for their actions. Students will have a true sense of direction, with goals and potential college and career paths clearly established. Staff will be competent, compassionate, consistent, considerate, accountable and empowered.

Special School Features: The program of study is designed to ensure each graduate:

- Completes 30 hours of community service each school year for a total of 120 hours of community service by the end of senior year.

Attendance

Regular attendance establishes good work habits and self-discipline. Our school records student attendance each class period throughout the academic day.

Arrival

All students are expected to be in their seat by the start of the first period; main entrance doors open at 7:35 a.m. After exiting their vehicles, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them immediately upon entering the building. Prompt arrival is essential; late arrivals make an orderly opening of class difficult. Parents, as the primary educators of their children, have the responsibility to see that their children do not miss school unnecessarily. The school has the duty to ensure that the academic progress of the classes is not impeded by students who miss school frequently.

Tardiness

Students are considered tardy if they arrive to any class period of the day after it has begun. Early dismissals from school will be marked accordingly in the student's record.

The tardy is considered unexcused unless a note, email, or a phone call is provided by the parent/guardian the day of the tardy and the tardy is excused under the reasons below. The note must contain the following information:

- Student's name
- Parent's name
- Date of tardy
- Reason for tardy
- Signature of parent/guardian (if physical note)

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (which is approved by the principal)

We consider abuse of tardies and/or early dismissals as lost instructional time, which will be addressed by the principal. Excessive unexcused tardies and absences may result in disciplinary consequences in accordance with the Student Code of Conduct, and/or in referral to the county Attendance Officer or social services.

Please Note: When a student accumulates 10-20 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

Early Dismissal

Our goal is to allow students to leave school safely with a minimal amount of classroom interruption. Parents who dismiss their student early from school, for any reason, must sign

their student out. It is requested that doctor's appointments are scheduled after the school day. Parents should send a note with the student requesting early dismissal with the following details:

- Student name
- Date
- Time of dismissal
- Reason for dismissal**
- Parent/Guardian signature

**Must be included or the absence will not be excused

The student must bring the dismissal note to the office BEFORE school starts. If no note is supplied before the start of the day, the parent must come to the school and sign their student out, regardless of whether the student is a driver or not. In order to minimize classroom disruption, there will be no "last minute" dismissals after 2:15 p.m. without a note sent in the morning. We will only release students between class changes if a prior note was not sent.

Absences

All absences are to be verified by an email or note from the parent/guardian to the school office within 24 hours of the absence. If a note has not been submitted within three (3) days, the absences will be recorded as unexcused.

Excused Absences

Absences are excused for the reasons below. The call, email, or note must contain the following information:

- Student's name
- Parent's name
- Date of absence
- Reason for absence
- Signature of parent/guardian (if physical note)

If absences due to illness exceed five (5) consecutive days during a semester, a note from a physician is required. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Authorized absence (which is approved by the principal)

Abuse of excused absences is addressed by the principal. All absences after 10 days are considered unexcused. Abuse of excused absences may be investigated by the principal and could result in a referral to the District Attorney, Director of Social Services, and/or the County Juvenile Court or other disciplinary action.

Chronic Absence

The school defines "chronically absent" as out of school for 10% of scheduled school days to-date. "Out of school" is defined as absent in any regularly scheduled class period, with the exception of school-related absences.

Chronic absences are handled in the following manner:

- Each instance of an unexcused absence will result in a phone call to the parent.

- A parent meeting may occur once the threshold for Chronically Absent has been met. At the meeting, the student, parent(s), and school administration will draft and agree to a Corrective Action Plan.
- Continued instances of absences in violation of the Corrective Action Plan will result in the following:
    - Potential referral to District Attorney, Director of Social Services, and/or the County Juvenile Court with certified return receipt to parent. Such referral shall be issued pursuant to the Truancy section of the Parent and Student Handbook. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.
    - Loss of academic credit. In determining eligibility for academic credit, there is no difference between excused and unexcused absences and tardies. Credit may not be given for courses in which the student is absent 10 or more class periods per course.

Note: Any student who accumulates 15 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

Make-Up Time
Students will be required to recover academic time missed for each class (30 minutes for each class period) after 10 absences per semester.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student is referred to the District Attorney, Director of Social Services, and/or the County Juvenile Court.

Unexcused absences	Truancy Procedures & Notifications
3	Notification of Attendance Expectations to all parents/guardians
6	Notification of Attendance Expectations to Parent/Guardian by mail of possible violation of the NC Compulsory Attendance Law; Meeting held with School Attendance Counselor to review unexcused absences & identify solution(s) to eliminate the problem.
10	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)
11+	Truancy paperwork filed with local magistrate office

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Extended Family Vacations

Because of our rigorous academic expectations, extended vacations are highly discouraged by the school. Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Without prior notification, these days may be counted as unexcused. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for any missed assignments and to complete all assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, please notify the office.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made with the office for the student's care and/or parent pick-up. Students with vomiting or fever must be symptom free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available from the main office and turn in all school-issued property, including but not limited to textbooks and the school-issued laptop and charger.

Curriculum

Admissions

As a public school of choice, the school seeks students who have a serious desire to learn and work diligently to prepare for higher education. The school, during open enrollment periods, is open for any 9th, 10th, 11th, or 12th grade student in North Carolina, although siblings of existing students have priority in the lottery or waiting list, should either be needed. Because space is limited, students are encouraged to enroll before the end of the open enrollment period (last business day in February at 5:00 p.m.) preceding the new school year.

High School Graduation Requirements

Twenty-two credits is the minimum requirement for graduation from our school. All courses required for graduation must be taken at the school (or a school that the school recognizes in case of transfers).

Department	Credits	Department	Credits
English	4.0	Math	4.0 [1]
Science	3.0 [2]	History	4.0 [3]
World Language	2.0	Physical Education	1.0
Fine Arts	1.0	Electives	3.0
Credits Total = 22.0			

[1] Must take at least one course beyond Math III.

[2] Courses must include Biology, Earth/Environmental science and a physical science.

[3] Required: Civics Literacy, World History, US History, and Personal Finance and Economics.

In addition to the above, all students must complete 30 hours of community service each school year for a total of 120 hours of community service by their senior year.

The school's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision is made by the principal.

As mentioned, all students will be expected to succeed academically and have the potential for college success. Students with disabilities will be assisted in meeting the above graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead request an Individual Education Program (IEP) meeting to discuss an appropriate course of study for the student.

Valedictorian and Salutatorian Selection Criteria

A number of variables are taken into consideration in the designation of valedictorian and salutatorian. These factors include, but are not limited to: grade-point average (GPA), number of semesters enrolled, community service hours, and number of Advanced Placement (AP)

courses taken.

College Admission Requirements

The University of North Carolina Admissions Requirements

The minimum undergraduate admissions requirements for all 16 constituent institutions of the University of North Carolina are:

Course Requirements

- **English** – 4 Units: English I, English II, English III, English IV
- **Mathematics** – 4 Units: Math I, Math II, Math III and 1 additional unit beyond Math III (Recommended mathematics course unit taken in 12th grade)
- **Science** – 3 Units: A physical science course (A life or biological course and at least one laboratory course)
- **Social Studies** – 2 Units: US History and one additional course
- **World Languages** – 2 Units: Recommended at least two course units in one world language
- **Electives**: Additional electives must be included to meet local graduation requirements

Each university may require other courses in addition to these requirements; therefore, prospective students should refer to the catalogs and contact the admissions offices of any institutions to which they plan to apply. In determining the admissibility of each applicant, institutions also consider factors other than courses completed, such as high school grades, rank in class, score on college entrance examinations and recommendations.

Community Service

Our community service program is designed to involve every student at the school in the life of our community. Our goal is to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

High School students must complete a minimum of 30 hours each school year before graduating for a total of 120 hours of community service completed by senior year. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

College Entrance Exams

Juniors will take the ACT in the spring of their junior year as a component of the state assessment, free of charge. Students in grades 9 and 10 will take the Pre-ACT each year in the fall, free of charge. Students in grades 9 through 11 will take the PSAT in the fall of each school year, at no cost. The fall PSAT exam serves at the qualifying exam for the National Merit Scholarship for all 11th grade students. Those wishing to take the SAT or repeat the ACT assessments must register in advance through one of several local high school test centers and pay any applicable fees.

Advisory Program

Each student will participate in Advisory. The advisory program will provide moral guidance and character development for students in grades 9-12. In addition, advisory time will be used to explore college and career options as well as teach tools to be successful as a life-long learner.

Additional benefits of the Advisory program are to provide students with a teacher advocate, to promote the opportunity of belonging to a focused peer group, and to help students find ways to be successful within the academic and social options the school provides.

Grades

Grade	Grade Points for Normal Classes	Grade Points for Honors Classes	Grade Points for AP Classes*
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

Students receive letter grades postings four times each year. At the end of the school year letter grades will be grades-of-record to compute a student's GPA. Between each grading period, parents can use NHA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Parent Portal

The Parent Portal is the primary tool for the school to communicate with parents regarding academic performance. This service allows a parent and/or their student(s) to use the internet to log on to a secure website to view grades, assignments, attendance and other data that has been posted by the school. All parents/guardians will be given access to the Parent Portal by the school office. Only parents/guardians and students are eligible to receive access. A link to the online school portal is available on the school's website.

Incomplete Grades

Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation). Incomplete grades must be made up within the two-week period at the end of a grading term. Failure to complete the work within the two-week period may result in a failing grade.

Schedule Changes

Course selection is based on the student's prior school record of achievement and standardized test scores. The school administration reserves the right to cancel any course if an insufficient number of students register for the course.

After the registration process is complete, a schedule change will take place only in the following cases:

- if the change is recommended by the instructor or department chairperson,
- if the student has a schedule conflict, or
- if the student needs a course for college or graduation

All schedules are final after the first ten school days of the semester. Schedule changes will not occur for the following reasons: teacher preferences or conflicts, convenience of meeting time, and difficulty of the course. Requests for change must be submitted to the counselor.

Courses which have an End-of-Course test may only be dropped within the first twenty (20) days. (NC State Dept. of Public Instruction Policy)

Advanced Placement

(AP) Admission to advanced placement courses is based on:

- Teacher recommendation
- Current and previous classes taken
- Placement assessment (if required)
- Standardized test score criteria
- Grades in currently and previously enrolled courses

Academic Integrity

Academic integrity is founded upon and encompasses the following five values: *honesty, trust, fairness, respect and responsibility.* Students are reminded daily to work, honor, and strive to uphold these core values which serve as a foundation for academic success and personal fulfillment throughout a student's life. For this purpose, Phoenix Academy High School students are expected to:

- Accomplish their work in study or in co-curricular activities with diligence and with integrity.
- Be the sole owner of any homework, reports, exams, tests or other graded or ungraded work on which their name appears.
- Not claim another's work as their own without giving proper credit. This includes but is not limited to cheating, plagiarizing, falsifying, using an automatic translator.

Teachers and administrators will treat cheating as a serious matter. Teachers will review the evidence of any misconduct with the appropriate administrator. All substantiated infractions will result in the grade being affected and the parent will be notified. A zero will be recorded for the assignment, and there will be no opportunity for make-up work.

Far from being a simple pen-and-ink statement, the Phoenix Academy High School's Honor Code grants the school community confidence in the words and actions of others in a way that permeates every aspect of campus life. Trust between students, faculty, and staff enriches the widespread collaboration that commonly occurs across disciplines and at every level of school leadership. The Honor Code deepens bonds between students and encourages a sense of personal responsibility that extends beyond the classroom and into the lives of leadership and learning that students will pursue after graduation.

Honor Roll

Determination for honor roll is based upon the cumulative unweighted GPA calculated at the end of the first semester. For the Principal's list, students must have 3.9 or higher unweighted GPA with no grade lower than a "C" during the first semester of the current year. For the Dean's list, students must have 3.75 or higher unweighted GPA with no grade lower than a "C" during the first semester of the current year.

Policy on Academic Probation

Students who earn either one failing grade or have a grade point average less than 2.0 are placed on academic probation. Students who are placed on academic probation may need to repeat coursework or an entire grade level at the school. Students in this situation will receive

written notification from the school principal and may also be required to attend summer school for credit recovery. Students on academic probation may not be able to participate in extra-curricular activities until their academic standing improves.

Credit Recovery Programs

Students must earn a "D" (60) or higher for each final grade to be promoted to the next course. Students who fail the course will need to retake the course during the next school year, or during one of our school-sponsored credit recovery programs with NC Virtual School.
Since these programs are on a reduced time schedule, the courses are naturally very rigorous and require students to work effectively independently, utilize online options, and attend class regularly. Like a typical semester, students are required to earn a "D" (60) or higher by completing all course work, taking unit assessments, and the End of Course exam (when applicable) in order for credit to be earned. Students who are not successful during the credit recovery program will be required to retake the course during the next school year.

Enrollment in credit recovery programs is limited to students who lack the necessary credits to achieve on-time graduation. Accordingly, first priority is given to 12th and 11th grade students, followed by 10th and 9th grade students, who are behind in necessary credits. The school's core courses cannot be replaced with summer school credits outside of the school's own Summer Academy program.

Athletic Eligibility

Students need to maintain a minimum 2.0 cumulative GPA and be passing six (6) of their seven (7) classes to be eligible for interschool athletics. Eligibility checks are conducted regularly beginning in the first quarter of each semester. Students interested in pursuing Division 1 or Division 2 collegiate athletics after graduation are encouraged to contact the College Counselor to discuss additional NCAA eligibility requirements.

Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility
- Students will develop independent study skills
- Students will become better organized
- Students will learn to budget their time
- The learning process will be expanded through extensions not accomplished in the school setting

Guidelines

1. Parents and students should expect homework each evening.
2. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
3. Assigned homework that requires completion is part of each student's evaluation.
4. Clear directions will be provided.
5. For long-range projects, a time sequence will be established.
6. The quantity of homework will be within reason. As the school year progresses, the amount of time and the number of days homework is assigned may increase depending on the maturity and ability of the students.
7. The expectations for homework in an AP course are increased.

Make-Up Work Due to Illness

Students have an obligation to complete assignments missed during illness or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them to contact their teacher to secure missed assignments. Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the discretion of the teacher.

Late Homework Policy

Students who turn in homework, projects, or any assignments late without legitimate reason – see attendance policy - will be penalized according to the following chart:

1 day late	Minus 10% of the grade
2 days late	Minus 20% of the grade
3 days late	Minus 30% of the grade
4 days late	Minus 40% of the grade
5 days late	Minus 50% of the grade
More than 5 days late	Student receives a zero (0)

Exceptions will be made when teachers give the answers of a given assignment the day the assignment is due. In that case, a missing assignment will be given a zero or a “X” (exempt). Such policy will be underlined in the teacher’s syllabus according to their grading method.

No late assignment will be accepted **3 days after the end of a grading period** and the work will receive a zero. Exception will be made for students who have received an incomplete due to a prolonged absence.

Promotion and Retention

The school has set the following standards with regard to the retention and promotion of students.

Students must earn the following number of credits by the completion of Summer School to be promoted to the next grade level for the following year:

- Promotion from Freshman to Sophomore – 4 credits
- Promotion from Sophomore to Junior – 10 credits
- Promotion from Junior to Senior – 15.5 credits
- Graduation/Diploma – 22 credits

Special Education Students

The decision to retain a special education student is determined by the Individual Educational Plan (IEP) team. Special education students may not be retained based solely on their disability, but may be retained, as determined by the IEP team, with consideration given to factors such as their ability, or lack thereof, to fit in socially and emotionally with their present grade level. If the IEP team cannot come to an agreement on retention, the principal will make the decision. The parent of the special education student may choose to have the student leave the school, appeal the decision to the school board of directors, or request mediation/due process. If a parent either appeals the IEP team decision to the school board or requests mediation/due process, the school's special education supervisor must be contacted for consultation.

Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor for the bright green polo is Image Builders. To purchase shirts, you may contact Image Builders' toll-free customer service hotline at (855) 654-6243. For additional information, please visit the School's web site.

Uniform Requirements

Uniform Tops

- Solid white, long or short sleeve polo, turtleneck, button down oxford, or blouse.
- Solid red or solid navy blue long or short sleeve polo
- Students may also wear a solid navy blue sweater, solid Navy blue sweatshirt (crew or hooded) or navy blue embroidered fleece. Any color Phoenix Academy spirit wear sweatshirts purchased from the spirit store are also allowed.
- Sweaters, sweatshirts, or fleece may only be worn over a uniform shirt. Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Solid navy blue or khaki dress pants
- Solid navy blue or khaki skirts, skorts, shorts, jumpers, etc. are optional. Leggings are not permitted to be worn as pants.

Uniform Shoes

- Shoes may be any color.
- Shoes must be closed toe loafer style, dress shoes or tennis shoes. Croc-style shoes are not permitted.

Uniform Accessories

- Socks, if visible, must be uniform colors.
- Belts, if worn, must be free from spikes, jewels, or other objects.
- Tights, leggings, and hosiery worn underneath uniform bottoms must be solid white or navy blue and may not be fishnet or open weave.

Optional Spirit Wear Uniform

- Denim jeans (no holes, fraying, patches, or tears) may only be worn in combination with Phoenix Academy Spirit wear tops.

*****Failure to abide by optional spirit wear guidelines may result in the loss of this privilege.

Miscellaneous

- Uniforms must be worn throughout the entire academic day including tutoring, and field trips.
- School uniform colors do not include variations and must be solid colors with no pattern.

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.
- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Skirts, shorts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats, hoods, and other headwear except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Parents and guardians are responsible for the appropriate fitting of all clothing so that it is appropriately sized to the individual.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- Spirit week and other special occasion attire may be worn only with administrative permission.

- Students should contact school administration if there are difficulties complying with the dress code policy for religious reasons.

General School Procedures

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not use cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, and electronic devices during the instructional day at school or school-related events unless approved by the Principal. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal or dean. The principal's determination is final.

Arrival and Dismissal Procedures

Students may enter through the main entrance doors beginning at 7:35 a.m.; students are expected to be in their seats by the start of the first period (8:00 a.m.). Any students who arrive to class after the start of the first period are considered tardy and must stop by the main office for a tardy pass.

Classes dismiss at 3:00 p.m. In the interest of your child's safety and the teacher's preparation time, please pick up your student immediately after dismissal. Students will be required to leave the building no more than 10 minutes after dismissal.

State law requires all students to be in school for the mandated number of hours daily. By law we can't allow students to be "dismissed early" so that you can avoid traffic. Student pickup will not be permitted in the thirty (30) minutes prior to the end of the regularly scheduled dismissal time.

Emergency School Closing

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolConnect calling system. Each school makes their own decision about closures or delays due to inclement. Decisions made by local school districts do not apply to our school. In the event of closure, teachers will provide learning opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch
Students remain in school, and the staff takes safety precautions. Students are released to parents/guardians or other designated adults upon request.

Tornado Warning
All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents/guardians or other designated adults upon request.

Fire and Tornado Drills
Fire drills are held at least eight times during the school year. Tornado drills are held at least two times during the school year. Safe areas inside and outside the building are designated for each classroom.

Posted Directions
All evacuation and shelter procedures are posted in every classroom.

Medical Information

To maintain a healthy learning environment, students are required to provide evidence of required immunizations.

Health Screenings
Every child entering a North Carolina school for the first time is required to obtain a health assessment (no more than 12 months prior to the date of school entry) that includes a medical history and physical examination with screening for hearing and vision. The parent/guardian has 30 calendar days from the first day of attendance to present the health assessment transmittal form for the student. After 30 calendar days, students will be excluded from school until the required health assessment transmittal form is presented.

Immunization Requirements
A Certificate of Immunization must be presented for each student on their first day of attendance showing evidence of age-appropriate vaccination in accordance with state law and regulation. If a Certificate of Immunization is not provided on the first day of attendance, it must be presented within 30 calendar days. If a Certificate of Immunization is not received within 30 calendar days, students will be excluded from school until the parent/caregiver provides documentation of meeting minimum immunization requirements or proof the student has begun the immunization process. Your healthcare provider and/or local health department are available to assist you in your child's vaccination requirements.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. Parents may request in writing a religious exemption from immunization. There is no exception for personal belief/parent philosophy not founded upon religious belief.

Please refer to the North Carolina Immunization Branch (NCIB) website for the most current information regarding minimum required immunizations and important details regarding the vaccines.

Garrett's Law
Garrett's law, enacted in 2004, mandates North Carolina schools to provide parents and guardians with information about meningococcal meningitis and influenza, and the vaccines that

protect against these diseases. The law was expanded in 2007 to mandate information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV.

Medication Administration
Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed (written instructions from a licensed prescriber are required for all prescription medication administered to students) or over the counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

A physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must specify the name of the student, name of the licensed prescriber, name of the prescription drug, dosage, effective date, frequency of administration, and directions in a legible format. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills.

All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying their child on a field trip, the parent will be required to administer the child's medication.

School Meals

For grades 9-12, the school schedule allows for a 30-minute lunch period. Students have lunch in their homeroom.

Meal Rules
Students must bring lunch from home. Candies, sodas, chips and sweets are discouraged. No glass bottles/containers are allowed. Only under extenuating circumstances may parents take their children off campus for lunch. Fast food lunches may not be delivered to the school.

School Telephones

School telephones are reserved for staff and parent use only. Student phone access is available in the front office with permission. Important messages are given to students or staff members upon request.

Tobacco Use

The school is a non-smoking facility. Smoking and tobacco, nicotine, vaping and e-cigarette use are prohibited within all indoor facilities and is prohibited anywhere on the school campus and in the presence of students, and at any school-sponsored activity on or off the school campus.

Transportation

Because the school does not own a fleet of buses, parents are responsible for their child to get to and from school on time daily.

Drivers

Traffic congestion can occur on a daily basis during the arrival and dismissal process. Parents are asked to be patient and to plan on some delays, particularly during inclement weather. Please contact the front office should you have questions about the arrival and dismissal process.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet.

Walkers

Parents or guardians who wish their students to walk home from school must complete the Student Walk Home Release form. Students who walk to and from school should go directly home or to their other regular after-school care location following dismissal for their own safety and security. Failing to do so may cause undue worry for parents and staff members.

Student Drivers

Students who wish to drive to school will purchase a parking permit each year. Students who drive may NOT drive other students to any off-campus location without written parental permission on file in the main office. We have a closed campus; students may leave campus during school hours only if they have a doctor's appointment, funeral, or other urgent event and parental permission.

Driving to school and parking on campus is considered a privilege. Students who drive recklessly on or near school grounds will be subject to the following:

1. First violation: Detention, including notification to parents or guardians
2. Second violation: Suspension of driving privileges, including notification to parents or guardians
3. Third violation: Loss of driving privileges, including notification to parents or guardians

PLEASE NOTE: Vehicles parked on school property are subject to searches for prohibited items when the principal or assistant principal has reasonable cause to suspect a student may be in possession of a prohibited item or substance. In the event of a search, the student will be called to the office and asked to open his/her vehicle so that administrators and/or law enforcement (if necessary) will be able to complete the search. If a prohibited item is found in a student vehicle, the student will be subject to disciplinary consequences which may include long-term suspension and/or expulsion.

Related Activities

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed on campus. As in the classroom, the teacher will judge behaviors as acceptable or unacceptable. Signed permission slips must be on file with the teacher for each child on each field trip. Parent drivers must complete an application with insurance information. Criminal background checks may be required for parent volunteers and drivers.

Holiday Celebrations

Parties are not held at the school for birthdays or holidays. Parents are asked to refrain from making deliveries of flowers, balloons, etc. to their children at school as these become distractions to the learning environment. Deliveries will be held in the office until the end of the day.

Communication

Effective communication between the school and home is vital to the academic success, and emotional and social well-being of students. The school will communicate often and by a variety of means in an effort to keep parents informed of the programs, events, and activities at school and the academic growth and achievement of students.

We strongly urge students to use daily planners as an organizational tool to record all of their daily assignments and weekly responsibilities. Advisory teachers are available to assist students in using their planner effectively.

Secure School Website

National Heritage Academies (NHA) is committed to student achievement and parental involvement. NHA maintains a secure website, the NHA Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The NHA Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades.

Through the NHA Parent Portal, parents can access NHA's school-to-parent communication tool to see school updates and engage with staff members, including sending direct messages. Questions related to the Parent Portal should be directed to parentportalsupport@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, the school surveys parents twice a year. Parents are expected to complete one survey for each child enrolled at the school.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences serve as a review with very few surprises.

During each parent-teacher conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's academic performance and social-emotional growth. We aim to make parent-teacher conferences a positive experience for everyone involved.

Standardized Testing

The school is committed to continually improving the educational services we deliver to our students. In order to do this, we carefully and thoroughly monitor our students' progress in all academic areas. This monitoring is done through several assessments. Naturally, the first level of monitoring is done through a variety of classroom-based assessments given by the classroom teacher. In addition to state-mandated assessments, the school also administers the Pre-ACT, ACT and PSAT.

Monitoring student achievement through different kinds of assessment is especially beneficial as no one assessment is the last word in student academic achievement. We can more accurately monitor our students' progress by using a combination of valid assessment tools.

Technology Use and Internet Safety Policy

Introduction

The school is pleased to offer students a technologically blended environment that includes access to technology resources for creativity, communication, research, school resources, instructional material and other tasks and duties related to the academic program.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any device connected to the Internet. NHA integrates the use of these resources into student instruction. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

Federal law states that Internet services used by students must have filtering technology in place to protect children and to satisfy e-Rate funding eligibility requirements.

NHA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to NHA and cloud site-based hardware. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about school and library access to the Internet and other information. For schools or libraries that receive discounts for Internet access or for internal connections, CIPA imposes certain requirements. In early 2001, the Federal Communications Commission issued rules to ensure that CIPA is carried out.

What is required for CIPA compliance?

- Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures

in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors using computers.

- Schools subject to CIPA are required to adopt a policy to monitor online activities of minors.
- Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and the World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking" and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restriction of minors' access to harmful materials. CIPA does not require tracking minors' or adults' Internet use.
- As required by the Protecting Children in the 21st Century Act, schools must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, and cyber-bullying awareness and response. (Source: www.fcc.gov)

For more information regarding CIPA, go to www.fcc.gov.

At NHA schools, appropriate use of digital instructional materials is an integral part of the program. We ask each parent to partner with us by reading and accepting both the **Technology Acceptable Use Agreement and Laptop Acceptable Use Agreement**. Parents should contact school administration if there are concerns regarding student usage of technology.

Responsibilities and Expectations

All use of computers, furnished or created data, software, Internet connections, network, and other technology resources (collectively referred to as "technology resources") as granted to the employee, student, and/or student body are the property of the school and are intended for educational use. Network users shall not access or willingly allow another person to access any network resource without proper authorization.

Students are responsible for appropriate behavior when using the school's technology resources just as they are in a classroom or on the campus. Communications on the network are often public in nature. School rules for behavior and communications apply to such use, including the Student Code of Conduct. It is expected that users will comply with school policies and procedures regarding technology. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources.

General Rules of the Network

1. **Privacy:** The school has the right to inspect any technology devices used at school. The school reserves the right to monitor Internet traffic and to retrieve and read any data composed, sent, received, and/or stored using the school's technology resources, including but not limited to, the school's network and/or Internet connections. Network administrators may review communications using the school's technology resources to maintain system integrity and to ensure that students are using the system responsibly. Students, families, and other users do not enjoy any expectation of privacy with regard to the use of the school's technology resources (including transmissions originating within or around school property or the technology service area).

2. **Storage Capacity:** Users are expected to respect disk space and to delete files or other materials that take up excessive storage space and that are no longer being accessed.

3. **Printing Resources:** Users are expected to use good judgment when printing on the school's network printers. Paper, toner, and color ink can be costly, and excessive use of these resources is wasteful. Please proofread documents carefully before printing. Only print the necessary part(s) of documents. As with the use of all technology resources, printing of inappropriate materials or language is prohibited.

4. **Software**: Users shall not download or install any software onto school-provided student computers. This includes but is not limited to media files (music, movies, etc.), commercial software requiring a license, games, pirated software, or software intended to circumvent network protections (e.g. Internet filtering).

5. **Illegal Copying:** Users shall not copy other people's work or attempt to intrude into other people's files. All copyright laws must be respected. A copy of the copyright laws pertaining to digital property can be obtained from the Technology Department. These laws also apply to music and movie files.

6. **Inappropriate Materials or Language:** Accessing, viewing, creating, printing, sending, sharing, or otherwise using impolite, pornographic, and/or profane language or materials is not permitted when using the school's technology resources. Accessing materials not in line with the rules of school behavior is prohibited. Users should never access, send, or view materials they would not want instructors or parents to see. If students encounter any inappropriate material by accident, he/she should report it to his/her instructor immediately.

7. **Virus Protection:** All data from outside sources is scanned for viruses before use on any technology device within the school's network. Downloading/saving of non-work-related attachments or files on any technology device within the school's network is not allowed unless proper authorization is obtained from an instructor in advance.

8. **Inappropriate Technology:** Only school-purchased or specifically approved hardware, software, or other technology and technology devices may be used in the school building and on the network. Non-school standard equipment exposes significant licensing, security, and virus risks. Any technology that has not been purchased and/or approved by the school is prohibited. Connecting cell phones to the network via WiFi is prohibited unless directed by an instructor for educational purposes.

9. **Cyber-Bullying:** The school prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies. It is an individual's or a group's deliberate or repeated hostile behavior through the use of technology that is intended to harm, intimidate, or harass others. Types of use include but are not limited to blogs; cell phone and pager text messages; defamatory personal Web sites and polling Websites; e-mails; instant messages; and on-line social directories and communities. Cyber-bullying is prohibited on school time and school premises or off school time and school premises if such acts causes a substantial disruption to the school environment.

10. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Protection of Data

1. Students are responsible for the integrity of their data.
2. The school is not responsible for any damage to users' data. This includes a loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's computer network, outside networks, and/or user errors or omissions.
3. Use of any information obtained via the Internet is at users' own risks. The school is not responsible for the accuracy or quality of information obtained through the Internet or the school's computer network.
4. Vandalism – defined as any attempt to alter, harm, modify, and/or to destroy any files and/or school hardware or software, either deliberately or through negligence – may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.
5. Failure to abide by this policy, and other school policies and procedures regarding technology, may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.

Installing Software

Network users are NOT authorized to install any software on any technology devices within the school's network. Software installed by anyone other than the network administrator will not be supported by school technicians and will be removed from the computer(s) on which it is installed. This is necessary to maintain network integrity and to follow all applicable software licensing agreements.

Publishing of Student Work and Photographs

From time to time, student work and photographs may be published on the school's Intranet. This work may be published in a manner that is accessible on the World Wide Web. By agreeing to this policy, parents/guardians grant the right to use their child's work and/or photographs on an Internet-accessible server.

Additional Information

1. Users are expected to be courteous, responsible, and thoughtful when using the school's technology resources. Common sense should prevail. The use of the school's technology resources must be both in support of education and research and consistent with the educational objectives of the school.

2. Teachers are expected to monitor student use of school technology resources to the extent practicable.

3. Use of technology resources, including the school's Internet connection and network, is intended for school-related activities. Personal activities, including accessing personal internet accounts (Facebook, email, etc.), are prohibited when using the school's technology resources, including the school's Internet connection and network through use of a school-owned and issued technology device.

4. Internet and technology usage is intended for school-related activities and may not be used for any other purpose without advance permission from an instructor or administrator.

5. Transmission of any material in violation of any federal or state law is prohibited. Such material includes but is not limited to copyright material, threatening or obscene material, and unlawful material.

Laptop Acceptable Use Policy

The laptop program provides students with a tool to expand their learning opportunities. Users may go virtually anywhere and interact with anyone. With such opportunity comes responsibility. Use of the school's network while on school property and use of the school's laptop anywhere, is a privilege. The school provides a set of guidelines for security and acceptable use, and violations of these guidelines will be handled in accordance with the Technology Use and Internet Safety Policy and Student Code of Conduct Policy contained in the Parent and Student Handbook. The underlying principle of adherence to these guidelines is an understanding that how students use their computers, like anything else they do, is a reflection of their strength of character. All students must understand that this tool should be used with good judgment, common sense, and integrity.

Laptop Use

All eligible students will be provided a laptop.

Students wishing to accept a school-issued device must select one of the following options:

- Accept the use of a school-issued laptop and opt to purchase accidental damage and replacement insurance for an annual $30 fee, which covers* the student for damage to or loss of the laptop (insurance does not cover loss of or damage to accessories, such as the charger) due to negligence (beyond normal wear and tear) for the school year with a maximum out-of-pocket amount of $100 per device per incident; or
- Accept the use of a school-issued laptop and decline to purchase the accidental damage and replacement insurance, acknowledging responsibility for all costs associated with damage, loss, and/or replacement (beyond normal wear and tear); or

* With the exception of a lost or stolen device, the first incident (per year) is covered at no additional out-of-pocket cost (if insurance was purchased). For each subsequent incident, or a lost or stolen device, a fee will be charged based on the extent of the damage. If insurance was purchased, a bill will be issued for damages up to the maximum out-of-pocket expense limit per device per incident. If insurance was not purchased, a bill will be issued for the full cost of repair (including parts and labor) up to the full replacement cost of the device and any accessories provided.

In the case of a lost or stolen device, a police report must be filed, and possible disciplinary action may be followed per school policy.

At all times, laptops shall remain the property of the school, and the school reserves the right to inspect, replace or remove a laptop from circulation for any reason whatsoever.

Laptop Daily Care

Students are expected to have their laptops with them each day and to ensure the devices are fully-charged prior to arriving at school. Students are expected to care for the equipment in working order at all times. Example of poor care of laptops include, but are not limited to:

1. Carrying the unit by its display.
2. Leaving the unit on the floor where it can be stepped on.

During the school day, students must have laptops with them. Laptops must never be left unattended and never loaned or given to another student. Students are responsible for their

laptops from the time they are issued to the time they are turned back in. The following steps will be taken in order to promote responsible laptop care:

1. The first time an unattended laptop is picked up and delivered to the office, a verbal warning will be given.
2. The second time will result in loss of privileges and/or disciplinary action.

Coaches/Sponsors for individual activities may limit whether or not laptops are allowed on buses or to particular events.

Students are not to deface their school issued computer in any way, for example, with stickers, markers, white-out, etc. Violations may result in disciplinary consequence, damage fees, and possible loss of computer privileges or suspension.

Students are not to remove, deface, or alter the identifying stickers, labels, or barcodes on school issued computers in any way, shape or form. Intentional removal of identifying marks may result in disciplinary action and/or removal of technology privileges.

Security

General Computer Use

The school's network facilities and/or laptops are to be used in a responsible, efficient, and ethical manner in accordance with the philosophy of the school, the Student Code of Conduct, the Laptop Acceptable Use Policy, and the Technology Acceptable Use Policy. Students must acknowledge their understanding of an agreement to abide by these policies. Failure to adhere to these standards may result in suspension or revocation of the offender's laptop and/or suspension or revocation of network privileges, in addition to other disciplinary consequences.

School administration and teaching staff have the right to inspect any school technology device, application, or peripheral device associated with any or all technology devices. This includes but is not limited to monitoring student use of the school's network and Internet connection. Searches conducted by school administration and teaching staff shall be in accordance with all applicable laws.

Storage of Files

Laptops should not be used to store assignments; student should store all files on a thumb drive device or Google Drive. For regular maintenance, the school staff may wipe clean the drive of any school issued computer at any time. Therefore, students should develop the habit of backing up important school-related files both on a thumb drive or Google Drive. Malfunction or loss of data from a student owned computing device will not excuse the student from timely submission of work or assignments.

E-Mail and Instant Messaging

Email and all other forms of electronic communication are to be used in a responsible manner. Students may not use vulgar, derogatory, or obscene language. Students may not engage in personal attacks or harass others.

Use of the computer for anything other than a teacher-directed or approved activity is prohibited during instructional time. Students are prohibited from non-school related communication using email, instant message, Facebook, and all other social media aspects on the computer. Students found to engage in this behavior will be penalized and may lose computer or network privileges in addition to other consequences. Personal activities, including accessing personal

Internet accounts (Facebook, email, YouTube, iTunes, etc.), are prohibited when using the school's technology resources.

Audio/Video
Technology devices may not be used to make audio/video recordings without the consent of all those who are being recorded. Sound must be turned off at all times, except when being used as a part of a class. Inappropriate use of school devices for listening to music needlessly slows the school's network and affords the opportunity for distributing/downloading illegal or unauthorized files. For this reason, school computers may not be used as media players. Downloading audio/video files using the school's computers, Internet connection, and/or network is forbidden unless authorized specifically by a teacher in advance. Students with unauthorized and/or illegal audio/video files on their device will face disciplinary consequences ranging from loss of privileges to suspension and/or expulsion from school.

Games
Students are prohibited from using school technology resources to play games at any time during school hours, unless provided with specific permission of the teacher or administrator in advance.

Network Access
Students may not access information on any of the school's non-public servers without advance permission from the administration, nor may they use any other student's computer. Also, no student may change school information or portray himself or herself as another person over the Internet. In addition, students may not monitor network activity or attempt to damage the network. This action is illegal, as well as unacceptable.

Off-Site Internet Access
When off school property, parents should understand that it is possible for students to have unrestricted and unfiltered access to the Internet. Students are expected to maintain a level of responsibility when using a school issued laptop at off-site locations. Students must avoid Internet sites which, if used while on school property would violate the school policies and procedures regarding technology or the Student Code of Conduct. Students found to engage in prohibited use of the school-issued laptop shall return the laptop to the Technology Advisor and be recommended to the principal for further discipline.

School Software Information
School issued laptops will be installed with all software necessary for a student to perform school assignments. Downloading of non-school related software is prohibited. Students should develop the habit of regularly backing up all work.

Downloading
The school has a limited amount of information that it can transfer at any one time. This means that downloading or streaming large files over the Internet should be avoided. Users should not deny or interfere with service to other users by resource hogging or intentional sabotage. Behavior that may cause excessive network traffic or computing load is not permitted.

Distributing Files
No computer programs (executable), copyrighted MP3s, copyrighted material, pornography, or copyrighted material may be distributed over the network.

This rule prohibits sending files through e-mail, as well as setting up servers on a student's school issued laptop or by any other physical or electronic means. Students may not download any programs to their school issued computer unless they are directed to do so by a teacher. The use of malware programs or other intentionally harmful programs is prohibited and will be dealt with appropriately.

Internet Use/Inappropriate Use
The Technology Acceptable Use Policy, Laptop Acceptable Use Policy, Student Code of Conduct, and the Parent and Student Handbook shall govern use of all school technology resources, including school-issued laptops, whether such use occurs on or outside of school property.

The Internet is to be used for scholarly research and as a means of obtaining needed information. The Internet offers access to inappropriate sites such as those that are pornographic, militant/extremist, racist, and gambling-related. Students may not access any information of this kind.

Students may not access Web sites, newsgroups, or chat areas that contain material that is obscene or that promotes illegal activity. If a student does accidentally access this type of information, he or she should immediately notify a teacher.

Documentation
The Internet is to be used for research and as a means of obtaining academically relevant information. Material obtained through research on the Internet and then used in academic work is to be properly documented. Copyright laws must be respected. If you have any questions about what constitutes a copyright violation, please contact your teacher or a school administrator.

Disclosing Information
Students should be very cautious about disclosing any personal information over the Internet. Students may not disclose another student's or faculty member's personal information without his or her expressed consent. In addition, personal information of students, alumni, faculty, and staff may not be published without explicit consent, or as provided in the school's Notification of Rights Under FERPA.

Internet Forums and Chat Rooms
Students who access Internet forums or chat rooms must act responsibly and show respect for the rights and feelings of others. Such access must be for an educational purpose and approved by a teacher or administrator in advance. Gossip, insults, and libelous, demeaning, or derogatory pictures or comments about others, especially students, faculty, staff, and the school, are strictly prohibited. Threatening or harassing statements or pictures are also prohibited.

Other People's Laptops
No student may use another person's laptop. This prohibition especially includes sending out messages or pretending to be that person on the network.

Disciplinary Consequences
Students who are found to be in violation of any of these terms for acceptable use may face any and/or all of the following disciplinary actions:

1. When appropriate and possible, a warning will be given and explanation of consequences that will result from further violations.
2. The computer may be confiscated by any staff member, the hard drive will be wiped clean; laptop will be returned upon submitted signed acknowledgement form.
3. The privilege to participate in the school's laptop program may be revoked either temporarily or permanently.
4. Other disciplinary consequences determined by the principal including suspension or expulsion from school, in accordance with the Student Code of Conduct.

Search and Seizure Practices and Procedures

Search and Seizure of Electronic Devices

Cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, laser pointers, recording devices and any other electronic devices are prohibited from use while on school grounds or at school-related events during academic hours and after school instructional/detention hours, unless specific permission is granted for an educational purpose by an administrator in advance. Harmful technology devices or technology devices that cause a significant disruption to the educational environment are prohibited at all times on school grounds and at school-sponsored events. Cell phones are prohibited from use by students during the school day. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to confiscate and search the electronic device, in accordance with applicable laws.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee), will consider the age and sex of the student, as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, NHA schools actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools.

Building-Wide Expectations

The PBIS expectations at NHA high schools are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations will be clearly posted in each of our schools, and students who **Prepare, Respect, Excel, and Prioritize** will be recognized regularly for their positive contribution to the school environment.

Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the school campus decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of school staff and administration, which the School Board has given the authority and responsibility for discipline problems arising within the school. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

The Student Code of Conduct applies to students when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place (including en route to or from school) when the student's behavior has a direct or immediate effect on maintaining order, safety, health and discipline in the school.

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal acts other than as enumerated herein
- Criminal Sexual Conduct as defined by state law

- Cyber-bullying pursuant to state law
- Defacement/Damage of property or theft/possession of stolen property
- Disruption of school
- Excessive tardiness or absences as defined in the Attendance Policy
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Malicious or willful types of behavior that endanger the safety of others
- Misuse of copyrighted materials
- Persistent disobedience
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of electronic device(s) defined by school policy that are not approved by the Principal
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment and non-Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of alcohol and/or drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedures

A student may be disciplined at any level depending upon the facts, frequency and/or severity of the act of misconduct. The Board authorizes the School Principal, or the Principal's designee in the Principal's absence, to determine the level of discipline to be recommended or imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed directly with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student to the Hearing Administrator for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF TEN (10) SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG-TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365-day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Hearing Administrator, designated by the Board of Directors, must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Bullying and Harassing Behavior

The school prohibits any type of bullying or harassing behavior by students. The school also prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying or harassing behavior. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

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

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

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the principal. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
2. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
3. Within two (2) school days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
4. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
5. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

These procedures are not applicable to Title IX Sexual Harassment.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

The Board delegates to the principal the exclusive discretion to impose a suspension of ten (10) school days or less. As a general rule, prior to any suspension of the student, the school administration shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.

2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The principal and/or dean, or his/her designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The School Board delegates to the Director of School Quality to serve as Hearing Administrator, the exclusive discretion to determine if a student's act of misconduct merits long-term suspension or expulsion, and the authority to conduct all long-term suspension and expulsion due process hearings.

If the student commits, or is suspected of committing, an act of misconduct that the school administration believes may or does warrant long-term suspension or expulsion, the student may be immediately removed from the school for up to ten (10) school days pending the investigation and/or a hearing to consider the appropriate level of discipline, or to defuse a situation that could become worse without such removal. Such a removal shall not constitute disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

1. The principal and/or dean may recommend to the Hearing Administrator the long-term suspension or expulsion, if age fourteen (14) or older, of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension or expulsion.

2. The Hearing Administrator shall provide the student an opportunity for a hearing before imposing a long-term suspension or expulsion, if age fourteen (14) or older. If the student declines a hearing or if no hearing is timely requested, the Hearing Administrator shall review the circumstances of the recommendation for long-term suspension or expulsion and may:
    a. Impose and/or decline to impose the recommended suspension or expulsion; or

    b. Modify and impose the recommended suspension or expulsion.

3. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's recommendation to suspend or expel. The written notice shall:
    a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.

    b. If a hearing is desired, the student or parent must notify the principal in writing within two (2) days of receiving the notice. If a hearing is timely requested, it will be held and a decision issued before a long-term suspension or expulsion is imposed. If the student or parent requests a postponement of the hearing or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing. If neither the student nor the parent appears for the hearing, the parent and student are deemed to have waived the right to a hearing and the Hearing Administrator shall conduct the review set out in Section B2 above.

        Should a hearing be timely requested, the hearing will be conducted by the Hearing Administrator. For the hearing, the student will be provided procedural due process pursuant to state law including, but not limited to, the following:
        i. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.
        ii. The right to be present at the hearing, accompanied by his or her parents.
        iii. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges.
        iv. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.

v. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension.
vi. The right to have a record made of the hearing.
vii. The right to make his or her own audio recording of the hearing.
viii. The right to a written decision, based on substantial evidence for long-term suspensions and based on clear and convincing evidence for expulsions, presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension or expulsion and containing at least the following information:
    i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
    ii. Notice of what information will be included in the student's official record.
    iii. The student's right to appeal the decision and notice of the procedures for such appeal.

c. Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.

d. Include what information will be included in the student's official record and the procedure for expungement of this information.

Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. All discipline decisions made by the Hearing Administrator are subject to appeal to the Board of Directors. All discipline decisions made by the Board are final.

4. Prior to the expulsion of any student, the Board shall conduct a hearing to determine based on clear and convincing evidence whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to expulsion, the Board shall also consider whether there are alternative education services that may be offered to the student.

5. **Appeal of Long-Term Suspension, Expulsion, or Permanent Expulsion**
A decision following a due process hearing to long-term suspend or expel a student as set forth in section 1, above, may be appealed in writing by the student and parent to the Board of Directors.

The appeal must be requested in writing within **seven** days of the date that the written determination of the discipline decision is sent to the parent. The written appeal must contain the reasons that the decision should be reviewed or reconsidered, must be signed by the student or his/her parent, and must be delivered to the Board of Directors by way of certified first-class mail. The Board of Directors or a committee of the Board of Directors shall review the decision for

the erroneous application of the handbook's provisions based upon the grounds presented by the student and/or parent in his/her written request for appeal.

The request for appeal shall be presented at the next regular meeting of the Board of Directors or a scheduled meeting of the committee of the Board of Directors following receipt of the notice of appeal, at which time the Board of Directors or the committee of the Board of Directors shall review the written request for appeal.

If a student or parent/guardian requests that the appeal hearing be conducted in a closed session, the request shall be granted, although the ultimate decision on the appeal must take place in an open session. Absent a request from the student or parent/guardian, the appeal shall be considered in open session. Any hearing shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the written request for appeal, the Board of Directors may, during the review, ask the administration to respond to the written request for appeal orally and may request information of the student or his/her parent/guardian. The Board of Directors shall notify the student and his parent/guardian of the result of the appeal in writing within five business days of the board meeting at which the appeal was heard.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Miscellaneous Provisions

A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

B. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

D. Maintaining Class Progress

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Contract is written document that outlines specific behavior expectations and disciplinary action for a student.

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher, principal and/or dean.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Expulsion is defined as a decision to remove a student fourteen (14) years of age or older from school whose continued presence in school constitutes a clear threat to the safety of other students or school staff.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-School Suspension room must be supervised by an adult employee of the building at all times.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten (10) school days. Once a student accumulates more than ten (10) school days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a BSP for the future.

Out-of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Behavior Threat Assessment & Management (BTAM) Process

Recognizing that certain behaviors may be indicative of potential risk of safety to self or others, school officials will implement a threat assessment process.

The BTAM team will be a multi-disciplinary team made up of school officials. For purposes of assessment and intervention, school officials shall mean principals, deans, mental health counselors, social workers, teachers, law enforcement, NHA employees and outside consultants who have a legitimate educational interest in the behavior the student (34 CFR §99.36).

The following behaviors shall be reported for screening:

- Commits an act of violence upon a teacher, administrator or other school employee.
- Commits an act of violence against another student while on school property.
- Commits an act of violence against any person on school property.
- Possess or display a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property.
- Threatens to use any instrument that appears capable of causing physical injury or death while on school property.
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property.
- Knowing and intentionally damaging or destroying school property.
- Risky behaviors such as grievances with classmates, discipline problems, criminal activity, cruelty to animals, intolerance, prejudice or affiliation with gangs are paired with escalating behaviors or unexplained behavioral changes.
- Threats and/or communications that have context and meaning to support a legitimate safety concern.
- Persons on the receiving end of a concerning behavior fear for their safety.
- Concerning behavior or threat made through the state confidential tip line.

If the screening reveals that there is a need to conduct a full threat assessment the BTAM team shall meet to collect data and investigate the event.

At the conclusion of the BTAM assessment, school leadership shall complete the BTAM Intervention and Monitoring plan. Only the Intervention and Monitoring plan shall be maintained in the student's educational record. The Intervention and Monitoring plan shall be reviewed and modified as determined by the BTAM team until it can be placed into an inactive status.

Visitor and Volunteer Guidelines

The following guidelines have been established to provide a safe, secure environment for parents, students, and staff. Visitors and volunteers are expected to review and honor these guidelines while on school grounds or volunteering for activities. Violation of this policy endangers the safety and security of our students and their right to an education. Any person who does not abide by this policy may be barred from entering the building.

General

1. All visitors and volunteers must be processed through the visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
2. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
3. Visitors must be escorted through the building by office personnel.
4. All parents, visitors, and volunteers must conduct themselves in a manner conducive to a school environment. Respect and patience will be observed.
5. Parents, visitors and volunteers are expected to acknowledge and reinforce model character for our students.
6. The distribution of literature, without prior approval from the dean or principal, is not permitted.
7. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
8. Corporal punishment is prohibited.
9. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
10. Appropriate dress is required at all times.
11. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom. Visitors or volunteers shall be prohibited from the classroom if it is deemed by the teacher that their presence has created a disruption in the learning environment.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own. Test scores and other grades should be kept in strict confidence.
5. Drop-in conferences are not permitted during instructional time. Conferences must be prescheduled with the classroom teacher.
6. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers,

overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.

2. Volunteers must follow all instructions provided by the teacher or the school.
3. Smoking, tobacco, nicotine, e-cigarette, and alcohol use is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately following the activity. “Side trips” are prohibited.
5. When traveling, it is preferred that volunteers leave the radio off and also avoid playing music. If they choose to play music, however, they should refrain from playing music or radio stations that some parents may find offensive.
6. The school expects all volunteers to behave in an appropriate manner while participating on field trips.

Whenever students travel away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed at the school. As in the classroom, the teacher judges behavior as acceptable or unacceptable. Signed permission slips must be on file with the teacher for each child for each field trip.

Field Trips are a privilege, not a right, and participation is determined by the teachers’ and administrators’ discretion.

Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade…". A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and EC Director and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If a parent verbally requests an evaluation (also known as a parent referral to special education); staff should advise and assist the parent, as needed, in putting the request in writing and send to the principal/EC Director. The date the school receives the written request begins the regulatory/procedural timeline associated with initial referrals/evaluations. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school's dean who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's dean. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's dean to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's dean to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Teacher Assistance Team

The Teacher Assistance Team (TAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are

informed if their child is being considered for referral to the TAT for behavioral and/or academic support. The TAT is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic, behavioral, and functional performance. The TAT may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the TAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the TAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the TAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The TAT's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully, so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and otherwise as required by law.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other

removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out-of-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by such agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide proactive positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus™

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus™ provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child's character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus™ Expectations

Our Moral Focus™ program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus™.

- Moral Focus™ monthly virtues are posted in all classrooms and around the school.
    - Students will be able to identify the Moral Focus™ virtue of the month.
- Monthly virtues are taught through lessons, activities, or assemblies.
    - Students will be able to define each Moral Focus™ virtue.
- Moral Focus™ virtues are incorporated throughout day-to-day interactions.
    - Students will be able to provide examples of behavior that exemplify each Moral Focus™ virtue.
    - Teachers will be able to capitalize on teachable moments using the Moral Focus™ virtues.
    - Teachers will redirect student behavior referencing the Moral Focus™ virtues.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

By intentionally teaching the Moral Focus™ virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support

students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that will not only affect their mind but change their heart.

Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

Building a Capacity for Parent and Family Engagement
Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];
e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];

f. Provide other reasonable support for parental involvement and involvement activities to ensure a sucessful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].
To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)]**.**

The following initiatives have been implemented at the school:

a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
f. The principal will be available upon request to help parents/guardians better understand the state assessments.
g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

a. School assemblies/ceremonies (parents invited)
b. Volunteer opportunities
c. Classroom observations (as requested)
d. Special event and reminder notices
e. Parent Room with community resources listed and computer access
f. Voice of Parent survey
g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

a. Annual Federal and State Programs (including Title I) Parent Meeting

b. Annual Parent and Family Continuous School Improvement Meeting
c. The Parent and Student Handbook
d. Regular school and classroom newsletters
e. The annual school calendar
f. Report Cards
g. Parent-Teacher conferences
h. Parent and Family Engagement events
i. The School-Parent Compact/Commitment to Excellence Contract
j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school improvement planning process and plan
Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.
Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
b. The needs of parents and family members in assisting with the learning of the children;
c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and

strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

a. Providing professional development for school staff on parent and family engagement strategies;
b. Supporting parent, family, and community outreach programs;
c. Best practices for increasing parent and family engagement;
d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

Collaboration Statement

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

Notifications

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, and NHA personnel which have a legitimate educational interest, which reflects the need to access a student's educational records for a particular reason, such as carrying out the performance of such school official's duties as it relates to that student's academic progress, behavior, or discipline.
    2. Persons or organizations with whom the school or NHA has outsourced services or functions, and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions
    8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena

9. Appropriate parties, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue SW
  Washington, D.C. 20202-5920

Right to Know under the Every Student Succeeds Act of 2015

Parents of students have the right to know the professional qualifications of the school's classroom teachers and the school must provide this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
  1. Political affiliations or beliefs of the student or student's parent
  2. Mental or psychological problems of the student or the student's family
  3. Sexual behavior or attitudes
  4. Anti-social, demeaning, illegal, or self-incriminating behavior
  5. Critical appraisals of others with whom respondents have close familial relationships
  6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
  7. Religious affiliations, beliefs, or practices of the student or parent
  8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
  1. Any other protected information survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)

3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights under the PPRA have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

North Carolina Parents' Bill of Rights

The North Carolina Parents' Bill of Rights outlines the basic right of parents regarding educational decisions about their children, such as the right to school of choice, access to academic information, state test scores and teaching and learning material. More information on the Parents' Bill of Rights can be found on the School's website.

Scouting America

The school does not discriminate against any group officially affiliated with either Scouting America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of Scouting America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Gender Equity Policy (Title IX)

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Academy or designee) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy or designee with the assistance of NHA legal counsel as necessary and appropriate.

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from

participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Heather McNees
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(336) 869-0079
126.hmcneese@nhaschools.com

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure." *34 CFR 106*

The language above will be posted on the School's website within two clicks of the home page; in other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.).

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a "persistently dangerous school" or a student who is a "victim of a violent criminal offense" on school property, as defined by law, has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents 48 hours in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified in this manner.

For any information regarding pesticide application procedures or to review the school's integrated pest management program or records, please contact the school principal:

Heather McNees
(336) 869-0079
126.hmcnees@nhaschools.com

School-Parent Compact

Phoenix Academy High School and the parents of enrolled students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-2026.

School Responsibilities: Phoenix Academy High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows: employing state qualified teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at least twice per year, with adequate advance notice to parents of conference scheduling.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent-teacher conferences and informal meetings with parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent-teacher conferences, via regular email and phone communication with parents, through SchoolConnect and during more informal consultations on an as-needed basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters and SchoolConnect.

Parent/Guardian Commitment: I fully commit to my child's education in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I acknowledge and understand that serious consequences (including a long-term out of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
- I will monitor my child's attendance, homework completion, and read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.

- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

_____

_____

_____ _____
Parent/Guardian Signature Date

_____ _____
Parent/Guardian Signature Date

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I acknowledge and understand that serious consequences (including a long-term out of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade

Teacher's Commitment: I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, SchoolConnect or progress reports and will make myself available to students and parents for any concerns they may have.

- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

_____	_____	_____
Teacher Signature	Teacher Printed Name	Date