

NATIONAL HERITAGE ONLINE ACADEMY – NORTH CAROLINA

c/o National Heritage Academies, Inc.
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Grand Rapids, Michigan 49512

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Parent and Student Handbook 2026-2027

A North Carolina Remote Charter Academy managed by
National Heritage Academies, Inc.



Parent and Student Handbook

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Parent Welcome

Dear Parents,

Welcome to National Heritage Online Academy – North Carolina (NHOA-NC)! We are excited and honored that you have chosen NHOA-NC for your student's education.

Our mission is “to prepare each student for college success through an education in our virtual learning environment.” We are excited about and dedicated to the role we will each play in accomplishing this mission. To that end, and in the spirit of continuous improvement, the administration, faculty and staff have worked hard throughout the summer to refine our curriculum, virtual instructional practices, and enhance our resources to support all students.

We proudly offer two unique pathways for students that ensure a strong and personalized approach to learning. The NHOA-NC Live Online program operates on a structured bell schedule with the benefit of highly trained instructors teaching live. The Self-Paced program allows families to work independently through the curriculum, completing weekly assignments on your own schedule.

An important component of NHOA-NC is the involvement of parents. We are partners and collaborators in our students' education; we believe that having parents, caregivers 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 student's education:

- Talk to your student about school and reinforce that success at school is a priority.
- Provide a dedicated space for your student to do his/her work.
- Provide hand over hand support to directly support and encourage your student's attention to learning, on-task behavior and completion of academic course work.
- Ensure that your student engages in each class each day and has minimal disruptions, distractions, and absences.
- Maintain proactive, positive and open communication with your student's teachers through email, the NHA App contact and by participating at Parent-Teacher Conferences.
- Access the Parent Portal weekly to monitor your student's work completion, grades, attendance, and behavior.

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

Again, welcome to NHOA-NC and the 2026-2027 school year!

Kalli Holland
Principal

Board of Directors

Perry Flynn, M.Ed., President
Brian Kuppelweiser, Vice President
Charles A. Alt, Esq., Secretary
Colonel Christ Swadener (USAF Retired), Treasurer
Melissa Blakely, Director
Clarence Henderson, Director

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

Administrative Staff

Kalli Holland, Principal

Student Creed

We are Hawks, we rise and lead,
With vision clear, we will succeed.
Through strength we stand, through courage soar,
We learn, we grow, we seek for more.
No storm can shake the path we choose,
We rise, we lead, we never lose.

Motto

Where courage meets excellence.

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

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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.

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Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of instructional time.

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, becoming a member of school committees, or helping in the classroom, 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 to accomplish our purpose. All our curriculum meets or exceeds the state educational standards.

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 Parent Portal 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 Parent Portal promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

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Parents are encouraged to:

- Talk to their student about school and reinforce that success at school is a priority.
- Provide a dedicated space for their student to work.
- Provide hand-over-hand support to directly support and encourage their student's attention to learning, on-task behavior and completion of academic course work.
- Ensure that your student engages in each class each day and has minimal disruptions, distractions, and absences.
- Maintain proactive, positive and open communication with your student's teachers through email, the NHA App contact and by participating at Parent-Teacher Conferences.
- Access the Parent Portal weekly to monitor your student's work completion, grades, attendance, and behavior.
- Reinforce the Moral Focus™ virtues and model high character expectations.

Academic Excellence: 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 is a remote charter academy authorized by the North Carolina Office of Charter Schools (OCS) within the Department of Public Instruction (DPI). The school, during open enrollment periods, is open for any kindergarten through 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 (see Application Terms & Conditions) preceding the new school year.

Registration Procedures

Parents and students must:

1. Utilize the Parent Portal to complete ALL required registration paperwork.
2. Upload to the Parent Portal current academic records for their student such as most recent report card and transcript.
3. Attend the scheduled parent orientation.
 - a. Complete ALL remaining enrollment documents including:
 - b. Birth Certificate
 - c. Most up-to-date immunization records
 - d. Household Information survey
 - e. Commitment to Excellence form
 - f. Attendance Expectations form
 - g. Technology Use Agreement

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

Both the Live Online NHA English Language Arts curriculum and the Self-Paced 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 for the Live Online program and leverages a comprehensive self-paced curriculum, aligned with the North Carolina Standard Course of Study, that emphasizes communicating, 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

Both the Live Online and Self-Paced programs, NHA utilizes an 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

Both the Live Online and Self-Paced programs, NHA utilizes a Social Studies curriculum that includes the 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.

World Language

World Language is taught with an emphasis on the basics. Classes serve both to introduce and to teach the new target language and to reinforce and clarify English. Both grammar and culture are seen as essential to providing a complete world language experience.

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, or applicable grades, technology curriculum scaffolds student learning of technology from foundational computer skills to computational thinking and design theory. All programmatic 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 are 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

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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 week 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.

7th and 8th Grade Requirements

Department	Credits
English	2.0
Math	2.0

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History	2.0
Science	2.0
Electives	4.0
Courses Total = 12.0	

Skill recovery workshops may be required after school or in the summer for students who do not meet this performance level.

High School Graduation Requirements

All students must earn at least 22 credits in the Future-Ready Course of Study (FRC) to graduate from our high school. All courses required for graduation must be taken at NHOA-NC (or a school that NHOA-NC recognizes in case of transfer). Below are the specific FRC requirements.

Department	Credits	Department	Credits
English	4.0	Math	4.0 ^[1]
Science	3.0 ^[2]	Social Studies	4.0 ^[3]
World Language	2.0 ^[4]	Physical Education	1.0 ^[5]
Fine Arts	2.0	Electives	3.0 ^[6]
Credits Total = 22.0			

[1] A Math course must be taken each year including the senior year.

[2] Biology, Earth/Environmental, and one Physical Science (i.e. Chemistry, Physical Science).

[3] Required: World History and American History, Civic Literacy, and Economics/Personal Finance.

[4] An additional fine arts credit (in addition to the 2 required) may satisfy 1 world language credit in the high school curriculum.

[5] Students are required to successfully complete CPR instruction as an NC requirement for high school graduation.

[6] For students entering 9th grade in 2026-27 (Class of 2030) and beyond: One Computer Science course will be required as one of the elective credits.

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, successfully complete advanced coursework (two Advanced Placement classes, two approved college courses over the 100-level, or a combination), complete an application and acceptance into a 4-year college or university, and complete a Senior Portfolio.

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.

The Occupational Course of Study (OCS) is available for those students with disabilities who are specifically identified for the program and has adapted course requirements and the same credit requirements as FRC. The specific components and requirements for a student's OCS are discussed and confirmed with the IEP team.

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Students interested in dual enrollment opportunities should contact the Registrar or College Counselor to determine eligibility.

North Carolina offers optional diploma endorsements that recognize achievement in specific areas of study, including Career, College, College/UNC, North Carolina Academic Students, Global Languages, Arts Proficiency, and Citizenship Proficiency. Students may earn one or more endorsements but are not required to earn an endorsement to receive a North Carolina high school diploma. Students interested in pursuing a diploma endorsement should refer to the North Carolina Department of Public Instruction (NCDPI) requirements and contact the school's Registrar or College Counselor to determine eligibility and develop an appropriate course plan.

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 individualized course of study leading to a Certificate of Completion or Graduate Equivalency Diploma (GED).

Valedictorian and Salutatorian Selection Criteria

Several variables are taken into consideration to determine each graduating class's Top 10 honors, including valedictorian and salutatorian. These factors include but are not limited to grade-point average (GPA), number of semesters enrolled, community service hours, SAT score, number of Advanced Placement (AP) courses taken, and 200+ level college course grades.

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.

Senior Portfolio: College and Career Capstone

Central to the culmination of our academic Moral Focus curriculum is the senior portfolio project: College and Career Capstone. The Capstone is a student portfolio highlighting the student's

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four years of high school, as well as a job shadow experience. Students are introduced to the requirements of the College and Career Capstone in spring of their junior year. The student portfolio component will include evidence of the growth and development of a student, as well as highlight the achievements and accomplishments earned while in high school. The job shadow experience will provide students with a real-world connection and exploratory opportunity to a career area of interest. Overall, the Capstone should reflect a culmination of student knowledge and experience and represent the student's best work. Students should work closely with their Senior Advisory teacher and the College Counselor as they plan and complete their Capstone.

All students must successfully complete a Senior Portfolio: College and Career Capstone to receive the school's diploma.

Sample High School College Preparatory Course Schedule

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English	▪ English I ▪ Honors English I	▪ English II ▪ Honors English II	▪ English III ▪ +AP Language/or ▪ AP Literature	▪ English IV ▪ +AP Language/or ▪ AP Literature
Social Studies	▪ World History ▪ Honors World History ▪ AP World History	▪ US History ▪ Honors US History ▪ AP US History	▪ Civics ▪ Honors Civics ▪ AP US Gov & Politics	▪ Economics & Personal Finance ▪ Honors Economics & Personal Finance
Math*	▪ Math 1 ▪ Math 2 ▪ Honors Math 1 ▪ Honors Math 2	▪ Math 2 ▪ Math 3 ▪ Honors Math 2 ▪ Honors Math 3	▪ Math 3 ▪ Honors Math 3 ▪ AP Precalculus	▪ AP Precalculus ▪ AP Calculus AB/BC ▪ Survey of College Math
Science	▪ Earth Science ▪ Honors Biology	▪ Biology ▪ Chemistry ▪ Honors Chemistry	▪ Chemistry ▪ Honors Chemistry ▪ AP Biology ▪ AP Environmental ▪ AP Chemistry ▪ AP Physics	▪ AP Biology ▪ AP Environmental ▪ AP Chemistry ▪ AP Physics

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World Language	▪ Spanish 1 ▪ Spanish 2 ▪ ASL 1 (online)	▪ Spanish 2 ▪ Spanish 3 ▪ ASL 2 (online)	▪ Spanish 3 ▪ AP Spanish Language ▪ ASL 3 (online)	▪ AP Spanish Language ▪ ASL 4 (online)
Physical Education	▪ PE/Health	▪ PE/Health	▪ PE/Health	▪ PE/Health ▪ Advanced PE
Performing Arts	▪ Choir ▪ Band	▪ Choir ▪ Band	▪ Choir ▪ Band ▪ AP Music Theory	▪ Choir ▪ Band ▪ AP Music Theory
Visual Arts	▪ Foundational Art	▪ Foundational Art ▪ 2D Art ▪ 3D Art	▪ 2D Art ▪ 3D Art ▪ AP Art History ▪ AP Studio Art	▪ 2D Art ▪ 3D Art ▪ AP Art History ▪ AP Studio Art
Other Electives	▪ Foundations of Computer Science	▪ Foundations of Computer Science	▪ AP Psychology ▪ Foundations of Computer Science	▪ AP Psychology ▪ Publications

**North Carolina will be changing their High School Math requirements for the 2027-2028 school year. These course options will change to adhere to the new requirements.*

+ Only AP Literature or AP Language will be offered each year.

- Program of Study provides a suggested course progression based on current diploma requirements; course progression can, in some instances, be adjusted for student needs.
- Actual programs/courses offered are determined by student interest and faculty availability.

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 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.

Advanced Coursework Requirement

Central to the core curriculum of the school is the College Board's Advanced Placement (AP) program. Courses in the AP Program are college-level studies, and scores from the optional examination are used as a measurement for placement in college courses with the possibility of receiving college credit. As such, the homework requirements for these courses exceed those of non-AP courses. For example, for every hour of course time, a student may be asked for an hour or more of work to be completed outside of class.

All students are required to successfully complete at least two advanced level courses prior to graduation. Advanced coursework may include Advanced Placement classes or approved college courses over the 100-level. AP course completion is not contingent on students taking the associated AP examination for college credit. To determine which Advanced Placement courses are the right options for you, please see course instructors or the College and Career Readiness Counselor.

The external AP examination is not required for the course completion requirement for graduation; however, taking the AP exam is the only way to earn college credit. The examinations will be offered each spring for students enrolled in AP courses. Students are responsible for the associated examination fee. Students who wish to undertake the AP examination but are unable to due to financial hardship are encouraged to contact the school office to learn about any financial assistance which may be available.

A student who does not take the AP exam may still earn up to a 4.0 grade-point-average for the course. A student taking the AP exam may receive a weighted GPA for the course, consistent with the Grading Scale section of this Handbook.

Advisory Program

Each student will participate in Advisory. The advisory program will provide moral guidance and character development for students in grades 7-12. In addition, advisory time will be used to explore college and career options as well as teaching 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.

Students will be given a letter grade for advisory, which will incorporate:

1. Moral Focus™ curriculum and conduct
2. Class activities
3. College and career readiness
4. Senior Portfolio (senior year)

Advisory is worth 0.25 credits from 9th to 11th grade, and 0.5 credits in 12th grade. Advisory grades count toward a student's GPA at the same weight as any other course.

Grades

Students receive letter grades via Parent Portal postings four times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. At mid-semester, the letter grade is an indication of the student's progress and performance at that time, and such grades do not figure into grades-of-record. Between each grading period a student's progress will be posted to Parent Portal for parents and to Student Portal for students to access on a weekly basis. Parents are encouraged to access the internet from home or their community public library. Parents and students are encouraged to regularly access online grades and attendance via the Parent Portal online platform.

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.

Grading Scale

Grade Point Average (GPA) reflects coursework completed at the school. Students who transfer during high school and are concerned about GPA should consult with the Career and College Readiness Counselor or their Dean.

NHA K-12 Points-based Grading Scale					
Grade Description	Grade	Letter	H5 Credit	GPA	AP/College GPA
A	97 or above	A+	Y	4.0	5.0
	93 to 96.99	A	Y		
	90 to 92.99	A-	Y	3.7	4.7
B	87 to 89.99	B+	Y	3.3	4.3
	83 to 86.99	B	Y	3.0	4.0
	80 to 82.99	B-	Y	2.7	3.7
C	77 to 79.99	C+	Y	2.3	3.3
	73 to 76.99	C	Y	2.0	3.0
	70 to 72.99	C-	Y	1.7	2.7
D	67 to 69.99	D+	N	1.3	1.3
	63 to 66.99	D	N	1.0	1.0
	60 to 62.99	D-	N	0.7	0.7
F	0 to 59.99	F	N	0.0	0.0
Complete pass	CP	CP	Y	N/A	N/A
On track	ON	ON	Y	N/A	N/A
Pass	P	P	Y	N/A	N/A
Testout	TO	TO	Y	N/A	N/A
Incomplete	I	I	N	N/A	N/A
Withdrawn/Passing	WP	WP	N	N/A	N/A
Withdrawn/Failing	WF	WF	N	N/A	N/A
No credit	NC	NC	N	N/A	N/A
Off track	OFF	OFF	N	N/A	N/A

* For an AP or college level course to be considered successfully completed, a student needs to meet at least one of the following criteria:

- AP or College Course: Earn a grade of C- or better in the course; or
- AP Course: Earn a grade of D or better in the course; and a score of 2 or better on the AP Exam.

Advisory course grades will be computed in a student's GPA.

Incomplete Grades

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. Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation).

Schedule Changes

Course selection is based on the student's prior school record of achievement, required courses for graduation per the student's transcript, 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)

Withdraw Grades

A "W" is placed on the permanent records of students who are allowed to drop courses after the ten-day period in which changes are permitted. Such drops require the permission of the principal and are made only in special circumstances.

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 Recapture Academy and/or Summer Academy sessions. 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 NHOA-NC. Credit recovery program course offerings vary by academic year based upon student need.

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. Advanced Placement (AP) courses are not available in credit recovery programs.

Test Out Policy

Spirit of Test Outs

- “Test outs” refer to students working towards earning credit in a course, for either credit recovery or to advance and take higher level courses.
- “Placement tests” refer to tests that incoming (non NHA) ninth grade students take to determine course level placement without earning credit. Incoming ninth grade students take placement tests in English Language Arts, Math, and Spanish.

Test outs are available to NHA high school students to earn credit by demonstrating their mastery of the learning objectives of a given course. Test outs take the form of a final exam or project that the NHA Curriculum and Instruction team has deemed to be an appropriate and comprehensive measure of the course objectives.

Students, parents, and school staff are welcome to propose a test out at any time by submitting a test out application to the College and Career Readiness Counselor. The counselor will meet with the student to approve the request considering the student's educational development plan, performance, test scores, and any other relevant information. The counselor will review the test out decision with the parent/guardian prior to the scheduled test out date.

Students pursuing a seal of biliteracy will follow the same test out procedures outlined below.

Approval of requests will be granted considering the following policy points:

Credit by Demonstrated Mastery Policy

Students interested in earning credit by “demonstrated mastery” should refer to the North Carolina Department of Public Instruction website for details, as well as meet with their Dean and/or College Counselor to review this process and discuss this option.

Live Online Instruction

Unless otherwise communicated, NHOA-NC instruction follows a “live, online” model where the teacher and students interact in real time via Google Meet. Live real-time instruction must be attended by logging into the live classroom session for a minimum of 5 minutes, though students are expected to remain for the duration of the class, to be marked present.

Independent course work and assignments are incorporated regularly into live instruction. Students are provided with workshop or independent time to complete that work outside of the teacher-led times. This work should be submitted on time and completed to be considered for credit.

Self-Paced Instruction

Participation Requirements

Attendance is demonstrated by both time spent in courses' content as well as work completion. Students can create a schedule each week with flexibility, however the expectation is that all assigned work is completed within the week it is assigned. These indicators are used to monitor engagement and attendance. Through course analytics and course monitoring, self-paced teachers and leadership regularly review and evaluate engagement of self-paced students as well.

Students should plan on spending a minimum of 6 hours per day per school week in their self-paced coursework for an estimated total of 30-35 hours of school each week.

Parents/guardians supporting their student's daily schoolwork are also required to commit 5-6 hours a day for elementary age students, 2-3 hours a day for middle school students, and 1-2 hours for high school students.

Communication

Students will use the chat feature in GoGuardian. Students and their parents/guardians can expect their teachers to respond to sent communication within 24 work week hours. If a student is working outside of the Monday-Friday school week, communication will be returned the following Monday. Parents/guardians will be able to use the NHA App.

Weekly Check-ins

Students in the self-paced program are required to attend a weekly check-in session live in Google Meet.

Academic Coaching

The school schedule incorporates daily structured academic coaching support for all students. All teaching staff and available support staff are available to assist students during advisory (7-12), Power Hour (4-12) and tutoring.

Academic Intervention Expectations

Student Expectations	Academic Intervention Expectations
• Complete all coursework by assigned deadlines and reach out to teachers and academic coaches regularly with questions. • Attend scheduled meetings with instructors.	• Schedule weekly meetings with assigned students and conduct small group intervention sessions. • Assist students with regular 2-way communication with teachers.

Academic Excellence: Achievement

Supporting our vision to better educate more children, the school has implemented grading practices that best match the needs of our students, parents, and teachers, with the ultimate goal of supporting high-quality learning for all students.

Teachers utilize the myNHA gradebook application to track students' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.

We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Honors Ceremonies

At the end of each semester, special recognition may be given to all students who have achieved excellence in their academic program.

- Honor Roll: Receiving A and B marks, 3.0 to 3.49 GPA
- Dean's List: Receiving all A marks, 3.5 to 4.0 GPA

Second-semester senior grades are not included in these distinctions.

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 local assessments throughout the school year to monitor student progress, guide instruction, and identify areas where additional support may be needed.

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.

To ensure accurate data for each student, it is imperative that each student complete assessments WITHOUT ASSISTANCE from an adult. While this may seem challenging for some students, academic integrity and factual data will assist NHOA-NC instructional staff to appropriately support each student's unique academic needs. Without accurate data, students may NOT be eligible for intervention support.

Curriculum Assessments

The first level of monitoring is done through a variety of virtual classroom-based assessments given by the virtual classroom teacher or administered via the digital learning platform. All students complete regular assessments scheduled throughout the instruction to identify on-track learning and determine if academic intervention is necessary.

NWEA/MAP Testing

NHOA-NC administers the Northwest Evaluation Association (NWEA) assessments one to three times per year. Grades 4-10 test only in the fall, and grade 3 tests in the fall, winter, and spring. This assessment provides teachers with clarity on student progress and growth aligned with annual grade level expectations. The NWEA test is taken online at home.

State Testing

As a public charter school in North Carolina, NHOA-NC is required to administer state assessments in accordance with North Carolina Department of Public Instruction (NCDPI) requirements. While students attend school virtually, state assessments are **REQUIRED** to be completed in person at designated testing locations on predetermined dates. Depending on grade level and program participation, required in-person assessments may include Beginning-of-Grade (BOG), End-of-Grade (EOG), End-of-Course (EOC), NCEXTEND1 Alternate Assessments, WIDA ACCESS for ELLs, WIDA Alternate ACCESS, PreACT, ACT, ACT WorkKeys, and Read to Achieve assessments.

Testing may take place on multiple days depending on grade level and assessment requirements. Travel may include transportation to and from testing locations. Families will be provided with testing schedules, locations, and instructions prior to each testing window. If assistance is needed with transportation, please contact a member of the teaching staff or the school Testing Coordinator prior to the testing window.

Student Grade Placement, Acceleration, Promotion, or Retention

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

K-6 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.

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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.

7-12 Grade Placement, Acceleration, Promotion, or Retention

Students must earn a "D" (60) or higher for each final grade to be promoted to the next course. (See *grading scale above*.)

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

Promotion from:	Based on:
Grade 7 to Grade 8	Successful completion of coursework and core academic skills. Additional interventions and/or Summer Academy may be required prior to advancing to the next grade level.
Grade 8 to Freshman (9 th)	Successful completion of coursework and core academic skills. Additional interventions and/or Summer Academy may be required prior to advancing to the next grade level.
Freshman (9 th) to Sophomore (10 th)	4 credits
Sophomore (10 th) to Junior (11 th)	10 credits
Junior (11 th) to Senior (12 th)	15.5 credits
Diploma (Graduation)	22 credits

The final exam is a cumulative assessment of the essential learning objectives in each course. Students who fail the course due to the final exam will be offered a 2-week window to prepare and then retake the exam. If students fail the course and the final exam, they must attend Summer Academy to retake the course. They must pass the course (including assigned coursework, unit assessments and the final exam) during Summer Academy if they are to be promoted.

Special Education Students

The decision to retain a student with a disability is approached with great caution. The Principal 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.

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.

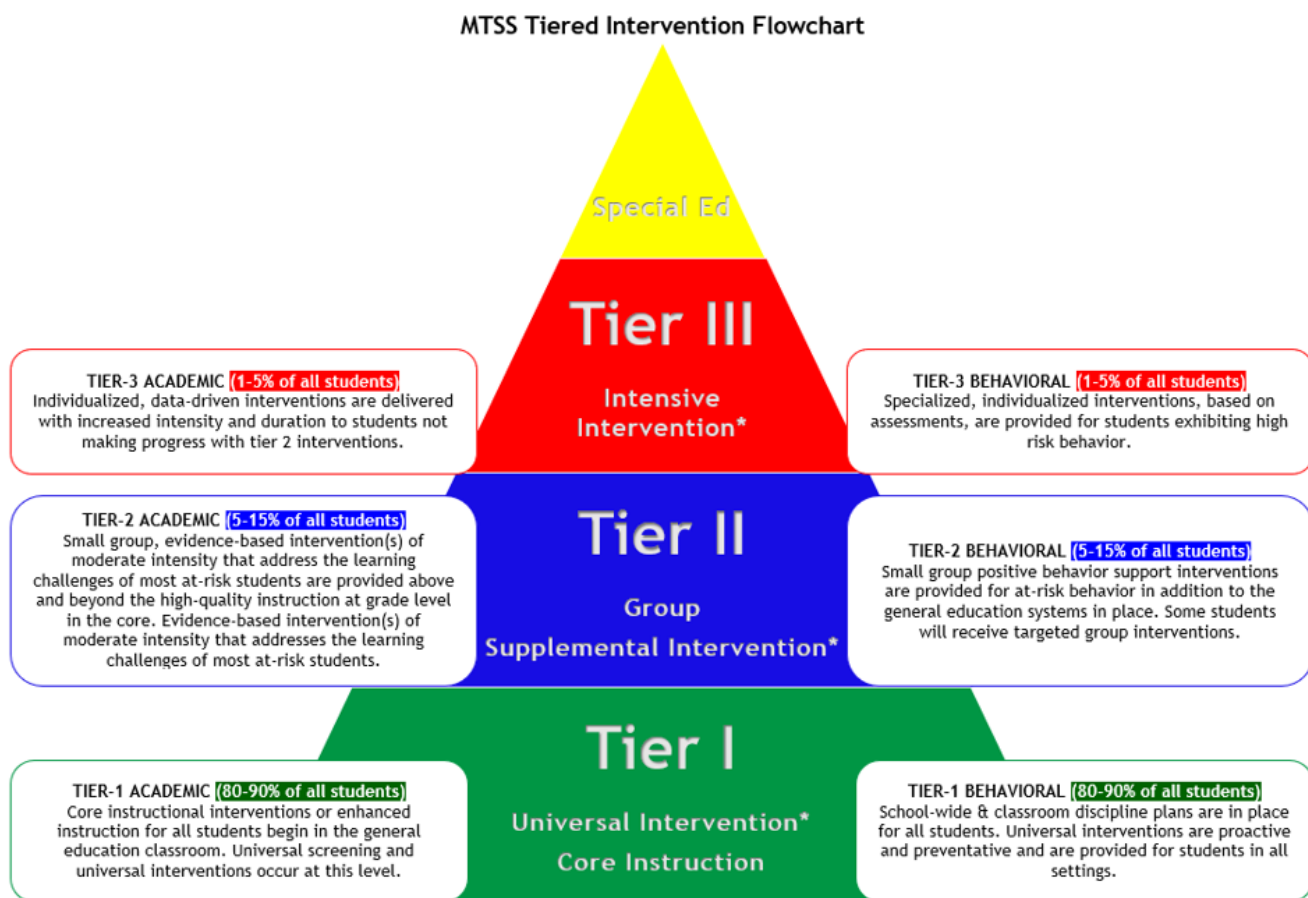
The Individualized Education Program

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

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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.



*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.

Moral Focus™ Assemblies

To support the Moral Focus™ program and philosophy, regular Moral Focus™ assemblies are held virtually. During assemblies, students recite the Pledge of Allegiance and the Student Creed. The staff and/or students lead a brief discussion of the month's virtue and perform a skit or lead another activity to exemplify the virtue. At times, students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the assemblies.

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 contacted, so necessary arrangements can be made to have assignments picked up.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

The school offers students a virtual learning 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. 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. Using the NHA computer network and the school's technological resources 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

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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 device connected to the Internet. The school has lesson plans and software available that integrate the use of these resources. 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 and/or images. While the goal of the school is to use Internet resources to access curriculum and 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/guardians should be aware of these risks and 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.

While there are risks, we believe that the benefits of using technology outweigh the disadvantages. Our teachers are trained in the appropriate use of technology with students. As a virtual school, we make every effort to integrate the school's Moral Focus™ with the virtual curriculum. Ultimately, parents and guardians of minors are responsible for setting and conveying the student standards regarding the use of media and information sources in the virtual school and at home. 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.

A student's digital presence is a reflection of their character and values. As a NHOA-NC student, it is expected that your digital presence will reflect the high standards for moral character expressed here. All student and staff digital presence is monitored. All avatars and backgrounds (NHA Google, Canvas, Google Meet, etc.) must be a realistic portrayal of the student likeness and be free from expletives, derogatory, sexual, or inflammatory images or text. Failure to meet these expectations will result in disciplinary action.

General Student 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 students will be provided a laptop.

* With the exception of a lost or stolen device, the first repair incident (per year) is covered at no additional out-of-pocket cost. For each subsequent incident, or a lost or stolen device, a fee will be charged based on the extent of the damage. 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. Payment plans may be established in coordination with the NHOA-NC technology staff. Burden to provide payment or communicate technology needs with staff is the sole responsibility of the student's parent/guardian.

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 possession 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 care for the equipment and ensure it is 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.

Laptops must never be left unattended and never loaned or given to another person. Students are responsible for their laptops from the time they are issued to the time they are turned back in.

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 consequences, 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.

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. During 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.

Wireless Communications

Students are prohibited from using wireless communication devices during the school day, including during off-campus field trips, except as expressly permitted by the [Wireless Communications Policy](#).

Search and Seizure of Electronic Devices

In accordance with North Carolina state law, cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, laser pointers, recording devices, and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the principal. If approved, an electronic device 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 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 further 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 on the school website.

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 during instructional time 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 sanctioned events) 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, distribution, 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 the virtual classroom
- 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

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- 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/wireless communication device(s) defined by school policy that are not approved by the principal or his or her designee
- 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.)
- Sexting
- Suspended or expelled student in the virtual classroom, or attending school activities, programs or events
- 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 rules or policies as set forth in the Parent and Student Handbook
- Violations of virtual classroom rules and regulations
- Zoom bombing in the virtual classroom

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

Electronic/Wireless Communication Devices

The academy staff may temporarily confiscate a student's wireless communication device through the end of the school day in response to a violation. Repeated violations shall be subject to disciplinary procedures as outlined in the Student Code of Conduct:

- **First Offense:** The device will be confiscated by staff and held in the main office until the end of the school day. The student will receive a formal warning.
- **Second Offense:** The device will be confiscated. A parent or guardian must retrieve the device from the main office. The student may be assigned detention or other restorative measures.
- **Third Offense:** The device will be confiscated. The student will be required to check their device into the main office daily upon arrival for a period determined by administration.

Bullying and 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 of the misbehavior by the teacher.

Level 3 **PARENT CONTACT**: A conference with the parent is held 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 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 Board 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. If the principal has recommended the expulsion of any student, the Board's decision shall be based on clear and convincing 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 and/or dean 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 and/or dean 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 and/or dean 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 Board of Directors will hear all long-term suspensions and expulsions.

1. The principal and/or dean may recommend to the Board of Directors 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 Board of Directors 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 Board of Directors 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. 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 Board of Directors shall conduct the review set out in Section B2 above.

Should a hearing be timely requested, the Board of Directors will conduct the hearing. 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 suspension 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:

1. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 2. Notice of what information will be included in the student's official record.
 3. 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 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.

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 discipline decisions made by the Board of Directors represent the final agency decision.

The school will disenroll a student upon receipt of either written notice from a parent/guardian of withdrawal or a records request from another school.

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 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.

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

We strongly urge students in the virtual school to use daily planners as an organizational tool to record all of their daily assignments and weekly responsibilities. Advisory teachers or a student's virtual classroom teacher 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 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 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 virtual school-wide parent satisfaction, the virtual school surveys parents twice a year. Parents are asked to complete at least one survey per household, and both parents may complete a survey.

Parent-Teacher Conferences

Parent-teacher conferences are conducted virtually two times 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

Live-Online Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance each class period and is counted as present when students are live on-line in their Google Meet class sessions.

Arrival

All students are expected to be ready to begin their virtual classes by the start of the first virtual class period (8:00 a.m.). Prompt arrival in the virtual classroom is essential. Even in a virtual setting, late arrivals are disruptive.

Dismissal

Virtual classes are dismissed at 3:20 p.m. Monday-Friday After-School Support activities dismiss at 4:30 p.m.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to any virtual class more than 5 minutes after the class has begun. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their student early from school, for any reason, must notify the NHOA-NC Attendance Office via School Attendance Email to provide an appropriate reason for the student to be leaving early or tardy arrival.

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.

Self-Paced Attendance

Weekly Check-In Attendance

Students within the self-paced program at NHOA-NC are required to attend a live weekly check-in. The check-ins are pre-scheduled. If a student is unable to attend a live session, the student must proactively communicate with their teacher to re-schedule within the same week, defined as Monday to Friday.

Course Progress and Attendance

Whereas students in the self-paced program at NHOA-NC do not have daily live instructional sessions, regular attendance is tracked by using other engagement indicators. Attendance is demonstrated by both time spent in courses' content, work completion and live weekly check-

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ins. Students are expected to log into Canvas/Google each day to complete or review coursework. Failure to log in each day will result in an absent record.

Truancy

Self-paced students at NHOA-NC are subject to truancy procedures as noted below if a student fails to make consistent weekly progress as indicated by their course pacing guide and/or if students do not attend the weekly live check-in.

Absences

All absences are to be verified by communication from the parent to the virtual school office via email at nhoancattendance@nhaschools.com. This communication should be documented for record-keeping purposes.

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

- Student's name
- Teacher's name
- Date of absence
- Reason for lawful/excused absence consistent with the [North Carolina School Attendance and Student Accounting Manual](#)
- Phone number

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
- Lawful/excused absences consistent with the [North Carolina School Attendance and Student Accounting Manual](#)
- Internet/power outages
- Significant technology interruptions* These should also be reported to the NHOA – NC Technology Team at nhoanctickets@nhaschools.com

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)*

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18 days	Appropriate Consequence*
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*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 virtual student is truant if unexcused absences total ten (10) or more school days in a virtual 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 if applicable

The principal may act as the virtual 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. Virtual students who are chronically absent may be dropped from enrollment after ten (10) or more virtual school days with unexcused absences if there has been no adequate response from the student's parent/guardian to the virtual school's attempts to contact the parent/guardian.

Family Vacations

Given the virtual school's rigorous academic programs and expectations, extended vacations are highly discouraged by the virtual 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. 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 virtual student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified by emailing nhoancattendance@nhaschools.com.

Illness During the School Day

If a student becomes ill during the virtual school day, parents may elect to remove the student from class by emailing the absence to nhoancattendance@nhaschools.com.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form, including the location of next schooling placement, available in the Parent Portal. A voluntary withdrawal does not preclude the principal or board of directors from administering disciplinary action for acts of misconduct occurring prior to the voluntary withdrawal and including the act of misconduct and disciplinary action in the student's record.

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. Expectations are in place for all live classroom sessions and in-person school sanctioned events.

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.

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- 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)];

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- 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 successful 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)

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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

The following guidelines have been established to provide a safe, secure virtual school environment for parents/guardians, students, and staff. Visitors and volunteers are expected to review and honor these guidelines while participating or volunteering for activities within the virtual 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 Release Form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site shall complete the Volunteer Authorization and Release form on the school's website as a community member.
2. All visitors and volunteers must verbally identify themselves upon entering the virtual classroom and/or 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 will also be required to submit to a criminal background check prior to beginning volunteer duties.
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. Parents/Guardians must attend field trips with their student.
2. 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 is required to submit to a criminal background check.
3. Volunteers must follow all instructions provided by the teacher or school.
4. Smoking and vaping are prohibited in the presence of students.
5. 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.
6. Volunteer drivers should leave radios off and avoid playing music, and not search, view, or otherwise utilize their phones while transporting students.
7. 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

Because the school does not own a fleet of buses, parents are expected to provide the means for their children to get to and from school sanctioned in-person events including field trips and mandated state testing.

Meals and Snacks

The school schedule allows for a 40-minute lunch period. Students are expected to eat at their homes and the meals should be nutritious in nature.

A snack period may be offered at the discretion of the teacher.

Even though the school does not qualify for a meal program and cannot provide food assistance, parents should still complete an online [Free/Reduced Application](#). Completion of this document with identified hardship permits school personnel to reduce or waive fees for school-related items (i.e. reduced technology repair fees, AP testing fees, etc.).

Holiday Celebrations

Birthdays

Teachers will acknowledge students.

Other Holidays

Holiday parties and celebrations will be at the discretion of the teacher and will not interfere with instructional time.

Field Trips

When students travel away from the virtual classroom, they are subject to the rules, regulations, and appropriate politeness and civility required in the virtual classroom, observed on campus and described in the Student Code of Conduct. As in the virtual 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.

During any activity or event authorized by the school, students shall not share sleeping quarters with a member of the opposite biological sex, except under the following circumstances:

- The parent or legal guardian of all students sharing the sleeping quarters have provided written permission to the school; or
- The member of the opposite sex is the student's immediate family member.

Personal Items

The virtual school does not accept responsibility for any personal items of students.

In accordance with North Carolina state law, students shall not possess, display, or have powered on 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

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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 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. The principal's determination is final.

Emergency School Procedures

The virtual school does not anticipate closings due to weather or emergencies.

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 and text message will also be sent out to each family through our NHA App communication system. 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 and students should take safety precautions appropriate for their physical region and local weather conditions.

Tornado Watch

If school is already in session when the watch or warning is issued, the school remains open. The staff and students should take safety precautions appropriate for their physical region and local weather conditions.

Tornado Warning

If school is already in session when the watch or warning is issued, the school remains open. The staff and students should take safety precautions appropriate for their physical region and local weather conditions.

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 Paylance. If a check is returned, Paylance 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

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fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

The school accepts digital payment via the NHA App. The school accepts checks or money order payments made payable to NHOA-NC through the U.S. postal mail. All payments should include the student's first and last name, and the reason for the payment (e.g. technology repair, 3rd grade field trip, graduation, etc.). Payments should be mailed to:

National Heritage Online Academy – North Carolina
c/o National Heritage Academies, Inc.
3850 Broadmoor Ave SE
Grand Rapids, MI 49512

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. Appropriate party under the health or safety emergency exception to FERPA's general consent requirements is a party whose knowledge of such information is necessary to protect the health or safety of the student or other persons. This may include law enforcement officials, public health officials, trained medical personnel and parents (including parents of an eligible student).
- 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

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- 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 [NHOA-NC'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 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,

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the date of the event, and the parties involved. The complaint 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.

Kalli Holland
7847 Clinard Farms Rd
High Point, NC 27265
Phone: (704) 215-4705
131.kholland@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.

School-Parent Compact

NHOA-NC 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 2026-2027.

School Responsibilities: NHOA-NC 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 the NHA App 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 the NHA App.

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, the NHA App 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.

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- 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, the NHA App 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