



**ASCEND**  
LEADERSHIP ACADEMY

*Empowering Students for the 21<sup>st</sup> Century*

## **2024-25 ALA Student-Parent Handbook**

283 Harvey Faulk Road  
Sanford, NC 27332

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

*ALA does not discriminate on the basis of race, creed, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, age, height, weight, physical or mental ability, genetic information, political affiliation, veteran status, military obligations, or marital status.*

# Table of Contents

## **I. General Information**

Table of Contents ----- 2

[Letter from Director](#) ----- 4

[Mission/Core Values](#) ----- 5

[Governance/Board of Directors](#) ----- 5

[Calendar of Events](#) ----- 6

[School Hours and Bell Schedule](#) ----- 7

[BEFORE & AFTER CARE WAS HERE] ----- 8

[Stakeholder Expectations](#) ----- 9

## **II. ALA Procedures/Programs**

[Admissions](#) ----- 9

[Lunch Service Plan](#) ----- 10

[Arrival and Dismissal Procedures](#) ----- 11

[Student Movement Procedures](#) ----- 12

[Attendance/Tardy Policy](#) ----- 13

[Absences](#) ----- 13

[10/20 Day Rule \(High School\)](#) ----- 15

[Student Parking/Off-Campus Lunch](#) ----- 15

[Saturday School Program Overview](#) ----- 16

[Wellness and Sick Child Policy](#) ----- 17

[Student Health/Administration of Medication](#) ----- 19

[7<sup>th</sup>/12<sup>th</sup> Grade Required Vaccinations](#) ----- 20

[Discrimination, Harassment, and Bullying](#) ----- 21

[Use of Social Media](#) ----- 24

[School Dress Code](#) ----- 25

[Purpose of Athletics Program](#) ----- 26

[Athletic Eligibility/Participation](#) ----- 26

## **III. Academic Policies and Procedures**

[Project Based Learning \(PBL\)](#) ----- 27

[Grading](#) ----- 28

[Late/Make-Up Assignments](#) ----- 28

[Retention/Promotion](#) ----- 29

[Report Cards/Progress Reports](#) ----- 30

[Internet Acceptable Use Policy](#) ----- 30

[Internet Safety Policy](#) ----- 32

[Bring Your Own Device Policy](#) ----- 33

[Electronic Devices and Cell Phones](#) ----- 34

[Exceptional Children’s Services](#) ----- 34

[Parent Requests for EC Services](#) ----- 36

[Table of Contents](#)

<a href="#">Section 504/Students with Disabilities</a> -----	36
<a href="#">High School Credits and Summer Recovery</a> -----	36
<b>IV. <u>Parents, Families, Volunteers, and Visitors</u></b>	
<a href="#">School and Family Communications</a> -----	37
<a href="#">Parent Communications and Conferences</a> -----	37
<a href="#">Parent and Family Engagement</a> -----	37
<a href="#">Campus Visitors</a> -----	41
<a href="#">School Volunteers</a> -----	42
<a href="#">Parent/Student Grievances</a> -----	42
<a href="#">Parent Organizations</a> -----	43
<b>V. <u>Emergencies and Crisis Management</u></b>	
<a href="#">Crisis Management</a> -----	44
<a href="#">Emergency Closings</a> -----	44
<a href="#">Emergency Preparedness</a> -----	44
<a href="#">Inclement Weather/Closings and Delays</a> -----	44
<b>VI. <u>Code of Conduct</u></b>	
<a href="#">Adult Code of Conduct</a> -----	45
<a href="#">Restorative Justice &amp; Student Justice Council</a> -----	47
<a href="#">Disciplinary Authority of Teachers/Administrators</a> -----	47
<a href="#">Levels of Discipline</a> -----	49
<a href="#">Disciplinary Definitions</a> -----	50
<a href="#">Level 1 Infractions</a> -----	51
<a href="#">Level 2 Infractions</a> -----	54
<a href="#">Level 3 Infractions</a> -----	58
<a href="#">Level 4 Infractions</a> -----	63
 <a href="#">Parent’s Bill of Rights</a> -----	 71

## Welcome to Ascend Leadership Academy

“Empowering Students for the 21<sup>st</sup> Century”

ALA Community,

Welcome to Ascend Leadership Academy! We are thrilled about the possibilities of the 24-25 school year and look forward to reaching full capacity with approximately 650 students. As always, we are excited to provide a tuition-free school of choice for the families of Lee County, Harnett County and the surrounding areas. We embrace the opportunity to enhance the educational landscape of our community and do not take this responsibility lightly.

At ALA we strive to develop student "problem solvers" who use their unique talents and abilities to positively impact on their local community. We believe that all students are leaders, and it is our duty to nurture their talents and provide them with opportunities to lead. Our students are true stakeholders in the learning community, and we expect them to be active participants in the learning process. As we prepare to graduate the class of 2025, I wanted to remind all our community of our goal for our graduates. At ALA we want our graduates to be:

- College/Career Ready
- Skilled in Digital Media
- Leaders and change makers in their local community

This year will continue to deepen our Project Based Learning and provide engaging learning experiences. Part of this initiative includes our late start Wednesdays, allowing our staff to collaborate weekly and grow as educators. We believe this process will benefit our students as our educators develop innovative projects and instructional practices that promote enduring understanding.

Finally, I encourage each of you to thoroughly read our 24-25 Student/Parent Handbook. We have revamped the document this year and have updated the Code of Conduct. In our 7<sup>th</sup> year of operation, we are determined to continue refining our organizational structure to better serve our community even better. We appreciate your support in this process.

Let's make this the best school year yet! Thank you for your continued support of Ascend Leadership Academy as we strive to empower students for the 21<sup>st</sup> century.

Sincerely,

*Justin Smith*

Justin Smith  
Managing Director

Board Approved 8/28/2024



## Mission/Vision/Core Values

<b>Mission</b>
<i>The mission of Ascend Leadership Academy is to develop successful student leaders by growing their self-efficacy, intellectual understanding, and social competence. ALA will accomplish this by applying innovative teaching methods, incorporating student cultural realities and cultivating student ownership in the learning community.</i>
<b>Vision</b>
<i>ALA aims to provide a <b>community based</b> public charter school to the residents of Lee and Harnett Counties where financial systems and operation programs are <b>efficient</b> and <u>ALL</u> stakeholders are <b>empowered</b>. Student academic growth and proficiency exceeds the local district by 10%, with the use of innovative instructional practices including Project Based Leadership.</i>
<b>Core Values</b>
<p><b>Respect:</b> Our teachers, students, staff, and families show respect for one another.</p> <p><b>Accountability:</b> We hold students, teachers, and staff accountable for their responsibilities and their actions. Our classrooms and lessons are held accountable to state standards.</p> <p><b>Integrity:</b> We value and expect honesty and adherence to principle.</p> <p><b>Service:</b> We seek after and organize opportunities for service, both in and out of school.</p> <p><b>Excellence:</b> We hold ourselves to high standards and seek constant improvement.</p>

## Governance & Board of Directors

ALA is a non-profit organization. As a non-profit, ALA is governed by the Board of Directors. The Board of Directors currently has 9 members. The Board ensures that the school is achieving its mission, creates and follows board policies, oversees the strategic plan for the school, and approves and tracks the annual budget. The board is also responsible for the hiring and termination of employees at the recommendation of the Managing Director. The board usually meets on the fourth Wednesday of each month at 6:30 PM with the specific meeting dates available on ALA’s website. All board meetings are open to the public. Citizens may address the Board during the period set aside for this purpose during its regular action meeting. The Board Chairperson will grant 1- to 3-minutes to speak per person, depending on the number of citizens wishing to address the Board.

### Ascend Leadership Academy Board of Directors

- Roger Linville, Board Chairperson
- Kimberly Grice, Vice Chairperson
- Rex Scott, Treasurer
- Candice Broadus-McDougald, Secretary
- TBA, At Large Board Member
- Melanie Jacobs, At Large Board Member

Monique Torrez, At Large Board Member  
 TBA, At Large Board Member  
 TBA At Large Board Member

## School Administration Roles & Responsibilities



### Administrative and Support Staff Job Responsibilities 24-25

<b>Managing Director</b> <b>Justin Smith</b>	<b>Principal (6-12)</b> <b>Robert Sims</b>	<b>Assistant Principal (6-12)</b> <b>Miryah Walters</b>	<b>Curriculum Facilitator (6-12)</b> <b>Michelle Bailey</b>
<b>Main Point of Contact for ...</b> <b>Discipline:</b> 12th grade <b>Instructional:</b> Social Studies Manage School Mission & Vision Operating Budget and Fiscal Management Instructional Leadership Team ALA Board Policy & Procedures School Improvement and Strategic Goals School Business Board of Directors Engagement School Grants Marketing Plan & Student Enrollment Teacher Recruitment & Retention	<b>Main Point of Contact for ...</b> <b>Discipline:</b> 9th - 11th grades <b>Instructional:</b> Math & Digital Media Attend Weekly Admin Meetings Instructional Leadership Team Substitute/Teacher Leave Management MTSS/Student Intervention Athletics Administrator Manage Instructional Leadership Team Student Accountability Data Analysis Teacher Evaluation Employee & Parent Grievances Instructional Programs & Development Code of Conduct & Student Discipline Pgm Security Cameras & Campus Security LEA for IEP Meetings	<b>Main Point of Contact for ...</b> <b>Discipline:</b> 6th - 8th grades <b>Instructional:</b> EC and Electives Attend Weekly Admin Meetings Student Council (HS and MS) Teacher Duty Schedule Carline Arrival & Dismissal Procedures 6-12 Parent Grievances Teacher Evaluation Bus Transportation and Parking Clubs and Extracurricular Activities Field Trips Crisis and Emergency Management LEA for IEP Meetings	<b>Main Point of Contact for ...</b> <b>Discipline:</b> 9th - 11th grades (Level 1) <b>Instructional:</b> English & Science Instructional Best Practices Attend Weekly Admin Meetings MTSS/Student Intervention Co-teaching Opportunities (Instructional Coaches) Student Success Plans Coordinator Monthly Communication with Parents 6-12 (Smore) Professional Development Calendar (Late Start Wednesdays)
<b>Director of Innovation &amp; Teacher Support</b> <b>Janice Jett</b>	<b>Director of Operations</b> <b>Damien Perez</b>	<b>Dean of Academic Support/Intervention (6-12)</b> <b>Stefanie Palma</b>	<b>School Counselor (6-12)</b> <b>Sara Lipsey</b>
<b>Main Point of Contact for ...</b> Beginning Teacher Program/Mentors ALA Educator of the Year Educator Conference Career Week Parent Education Programs Community/Fundraising Events Teacher Support and Resources	<b>Main Point of Contact for ...</b> Military Families/Purple Star Program Keys/Facility Access Vendor Contact/Management ALA Support Staff Management Building Rental & Lease Facility/Campus Maintenance & Mgmt Equipment/Supplies Inventory Furniture and Instructional Equipment Support Staff School Transportation and Parking Attend Weekly Admin Meetings	<b>Main Point of Contact for ...</b> Restorative Justice/Student Justice Council Co-Pilot Program MTSS Program Parent Relations (Non-Disciplinary) 504 Program Coordinator & Facilitator Student Success Plans Summer School Program Say Something Anonymous Reporting Guidance Counseling English Language Learners (ELL) Attend Weekly Admin Meetings	<b>Main Point of Contact for ...</b> Guidance Counseling College and Career Counseling College and Career Promise Program NCVPS Courses Transcripts/College Applications Course Scheduling 6-12 Testing Coordinator Homeless Liaison McKinney Vento Migrant & Foster Care Students Title IX Coordinator Attend Weekly Admin Meetings

## Table of Contents

<b>Remote Academy Administrator &amp; Instructional Coach</b> <b>Mackenzie Chu</b>	<b>Instructional Technology Facilitator</b> <b>Tamara Lamb</b>	<b>Director of Community Engagement &amp; Special Projects</b> <b>Ashley Thompson</b>	<b>Instructional Coaches</b> <b>Tamra Lamb &amp; Tanya McPherson</b>
<b>Main Point of Contact for ...</b> PBIS RAISE Leadership Advisory Program Co-teaching Opportunities (Instructional Coaches) Professional Development Calendar (Late Start Wednesdays)	<b>Main Point of Contact for ...</b> School Library Media Coordinator Instructional Technology Professional Development	<b>Main Point of Contact for ...</b> Attend Weekly Admin Meetings ALA Annual Fund Parent Organizations and Relations Community Events and Programs Enrollment Tours Social Media Posts	<b>Main Point of Contact for ...</b> Instructional Best Practices Co-Teaching Opportunities Late Start Wednesday Leaders
<b>Transportation Director &amp; Facilities Manager</b> <b>Bruce Parsons</b>	<b>Subject Department Heads</b>	<b>Teachers Leaders</b>	<b>Administrative Assistants</b> <b>Madeline Guerra &amp; Aliyah O'Quinn</b>
<b>Main Point of Contact for ...</b> Bus Transportation Facility Maintenance Afterhours Oversight Groundskeeping	<b>Main Point of Contact for ...</b> Curriculum Programming/Alignment Vertical Meeting Agendas Subject Area best practices/support Instructional Framework	<b>Main Point of Contact for ...</b> RAISE Leadership Curriculum (Lamb, Bailey, McPherson) Conference Days (Instructional Coaches) Flexible Fridays - MS RAISE Curriculum - Tanya McPherson Instructional Technology - Tamara Lamb Exceptional Children's Program - Barbara Jenkins Saturday School - Megan Flack Blood Drive - Felicia Wickes (NHS)	<b>Main Point of Contact for ...</b> <b>Guerra:</b> Campus Parking School Lunch Phone Communications School/Staff Calendar Edutrak School Pictures <b>O'Quinn:</b> Student Attendance Lost/Found Program Student Health/Medical Program

## School Administration Roles & Email Addresses

Name	Job Title	Email Address
Justin Smith	Managing Director	jsmith@alashoolsnc.org
Robert Sims	Principal (6-12)	rsims@alashoolsnc.org
Miryah Walters	Assistant Principal (6-12)	mwalters@alashoolsnc.org
Michelle Bailey	Curriculum Facilitator (6-12)	mbailey@alashoolsnc.org
Mackenzie Chu	Remote Academy Administrator & Instructional Coach	mchu@alashoolsnc.org
Janice Jett	Director of Innovation/Stakeholder Support	jjett@alashoolsnc.org
Tamara Lamb	Instructional Technology Facilitator	tlamb@alashoolsnc.org
Sara Lipsey	School Counselor (6-12)	slipsey@alashoolsnc.org
Tanya McPherson	Instructional Coach (6-12)	tmcpherson@alashoolsnc.org
Stefanie Palma	Dean of Academic Support/Intervention/	spalma@alashoolsnc.org
Damien Perez	Director of Operations	dperez@alashoolsnc.org

## Calendar of Events

Date	Event
August 7, 2024	First Day of School
September 2, 2024	Labor Day Holiday
September 20, 2024	Asynchronous Remote Learning Day
October 6, 2023	Fall Student Led Conferences (Last day of 1 <sup>st</sup> Quarter)
October 7-8, 2024	Teacher Workdays
November 11, 2024	Veteran's Day Holiday
November 25-26, 2024	Asynchronous Remote Learning Days

Board Approved 8/28/2024

November 27- 29, 2024	Thanksgiving Day Holiday
December 18, 2024	Last Day of 2 <sup>nd</sup> Quarter (Early release)
December 19 - January 2, 2024	Winter Break
January 3 - 7, 2025	Teacher Workdays
January 20, 2025	Martin Luther King Jr. Holiday
February 14 & 17, 2025	Teacher Workdays
March 14, 2025	Spring Student Led Conferences (Last day of 3 <sup>rd</sup> Quarter)
March 8, 2025	Student Led Conference Day
March 17 - 18, 2025	Teacher Workday
April 14 - 21, 2025	Spring Break
May 21, 2025	High School Graduation
May 24, 2025	Last Day of School (Early Release)

## School Hours & Bell Schedule

Ascend Leadership Academy’s school hours are from **8:10am – 3:10pm** **Monday, Tuesday, Thursday, & Friday**. On **Wednesday**, students begin classes one hour later and the school day is from **9:10am -3:10pm**. Doors open daily at 7:30am for all students. This includes Wednesdays during our late start. All students are expected to be picked up at dismissal.

- Earliest Drop-Off:** 7:30am (Monday – Friday)
- Instructional Day:** 8:10am – 3:10pm (Wednesdays 9:10am – 3:10pm)
- Latest Pick-Up:** 3:40pm

## Daily Schedule

High School students participate in a 4x4 90-minute block schedule. They participate in 8 classes throughout the school year, four in the Fall (August – December) and four in the Spring (January – May). Middle School students participate in 5 year long classes. Each class is 70 minutes long and consists of 4 core classes (Math, Science, Social Studies, and Digital Media) and one elective course.

## MS Bell Schedule

### 2024-25 ALA Middle School Daily Bell Schedule

#### Middle School Bell Schedule (Monday, Tuesday, Thursday & Friday)

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:10
6 <sup>th</sup> - 8 <sup>th</sup>	Block #1 8:10 – 9:20 (70 min.)	RAISE 9:23 – 9:48 (25 min.)	Block #2 9:48 – 10:58 (70 min.)	Lunch 11:01 – 11:31	Block #3 11:34 – 12:44 (70 min.)	Block #4 12:47 – 1:57 (70 min.)	Block #5 2:00 – 3:10 (70 min.)

#### Middle School Bell Schedule (Wednesday)

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:10	
6 <sup>th</sup> - 8 <sup>th</sup>	ALA Teacher PD 7:30 – 9:00	FLEX/MTSS 9:10 – 10:10 (60 min.)	Block #1 10:15 – 11:05 (50 min.)	Lunch 11:08 – 11:38	Block #2 11:41 – 12:31 (50 min.)	Block #3 12:34 – 1:24 (50 min.)	Block #4 1:27 – 2:17 (50 min.)	Block #5 2:20 – 3:10 (50 min.)

<p><b><u>MS Electives</u></b></p> <p>6<sup>th</sup> Grade: Block #3</p> <p>7<sup>th</sup> Grade: Block #4</p> <p>8<sup>th</sup> Grade: Block #5</p>	<p><b><u>Section Numbers</u></b></p> <p>Block #1: 61, 71, 81</p> <p>Block #2: 62, 72, 82</p> <p>Block #3: 63, 73, 83</p> <p>Block #4: 64, 74, 84</p> <p>Block #5: 65, 75, 85</p>
---	--

### HS Bell Schedule

## 2024-25 ALA High School Bell Schedule

### Monday, Tuesday, Thursday, & Friday

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:10
<b>4X4 Block</b>	Block #1 8:10 – 9:40 (90 min.)	Block #2 9:45 – 11:15 (90 min.)	Block #2 9:45 – 11:15 (90 min.)	Lunch 11:20 – 12:00 (40 min.)	Block #3 12:05 – 1:35 (90 min.)	Block #3 12:05 – 1:35 (90 min.)	Block #4 1:40 – 3:10 (90 min.)

### Wednesday (Late Start)

	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:10
<b>4X4 Block</b>	ALA Teacher PD 7:30 – 9:00	Block #1 9:10 – 10:10 (60 min.)	FLEX/MTSS/Advisory 10:15 – 11:15 (60 min.)	Lunch 11:20 – 11:55 (35min.)	Block #2 12:00 – 1:00 (60 min.)	Block #3 1:05 – 2:05 (60 min.)	Block #4 2:10 – 3:10 (60 min.)

\*Attendance will take place during Block #1

	This time represents Arrival procedures
--	---

## Stakeholder Expectations

### *Each student is expected to:*

1. Read and become familiar with ALA’s Code of Conduct.
2. Behave in a responsible manner at school, on school buses, at school bus stops, and at all school related functions on or off campus.
3. Demonstrate the RAISE Values consistently.
4. Attend all classes, regularly and on time.
5. Prepare for each class, take appropriate materials to class, and complete assignments.
6. Follow all ALA rules and cooperate with school staff and volunteers in maintaining safety, order, and discipline.
7. Communicate with his or her parent/guardian about school academic progress.

### *Each parent/guardian may expect that ALA will:*

1. Ensure that parents or guardians are treated respectfully by school administration, teachers, and other staff.
2. Provide access to information regarding their student and ALA’s policies and procedures.
3. Promote and encourage active participation in their student’s education.
4. Promptly notify parents or guardians if a student is disciplined and inform parents of procedures related to disciplinary actions and/or appeals.
5. Inform parents or guardians about their student’s academic and behavioral progress.
6. Provide access to information about ALA’s policies and procedures.

### *Each parent/guardian is expected to:*

1. Read and become familiar with ALA’s Code of Conduct.
2. Make sure their student attends school regularly, on time, and notify the school before the school day if their student is going to be absent.
3. Give the school accurate and current contact information and inform/update the contact information when and if it changes.
4. Inform school officials about any concerns/complaints in a respectful and timely manner.
5. Work with the school Director, administration, teachers, and other staff to address any academic or behavioral concerns regarding their student.
6. Talk with their students about the behavior that is expected at school.
7. Support their student’s learning and school activities.

8. Be respectful and courteous to staff, other parents, guardians, and students.
9. Respect other students' privacy rights.
10. Give the school any and all information to assist with the welfare and education of the student and the safety of operations.

## ALA Procedures and Programs

### Admissions and Enrollment

Ascend Leadership Academy is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission into Ascend Leadership Academy. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. Ascend Leadership Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

Ascend Leadership Academy may give enrollment priority under the following circumstances as stated in G.S. 115C-238.29F(g). The priorities shall be executed in the following order:

1. Children of Ascend Leadership Academy board members and full-time employees are admitted before the public lottery, regardless of impact on the enrollment cap for those grade levels in which they are admitted. Students given this priority must not exceed 15% of ALA's total school enrollment.
2. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
3. A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.
4. If siblings apply for admission to ALA and a lottery is needed, ALA will allow the family to enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.

**Application and Lottery:** Ascend Leadership Academy's open enrollment period for new applicants will be from January 1st to February 28th every school year. Once enrolled, students are not required to enroll in subsequent enrollment periods. To properly plan, the school will routinely inquire of parents in early spring through Letter of Intent to ascertain if students will return to Ascend Leadership Academy the following year. Applications for new students will be made available on the school website. If families do not have access to the internet, paper copies will be provided, or families can call the school for assistance completing an application for enrollment.

### Lunch Service Plan

Ascend Leadership Academy's goal is to provide a quality nutritious lunch to all students who need it due to financial hardship. The lack of a school provided lunch shall not be a barrier for students who want to attend Ascend Leadership Academy.

**Free and Reduced Lunch:** Although ALA will not participate in the National School Lunch Program, ALA shall use the same family income standards to identify students who qualify for free or reduced lunch. ALA will use the qualifying criteria below to identify students who will qualify for free and reduced lunch:



**Free Lunch:** Children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free school-provided meals.

**Reduced Lunch:** Children from families with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-priced school-provided meals.

**Full-Price Lunch:** Children from families over 185 percent of poverty pay full price for school provided meals.

ALA's administration will develop and distribute a form to be filled out by every student family that identifies their income with respect to the poverty level. This form will be distributed and collected at the beginning of each school year. The data collected in this form will be confidential and kept in each student's cumulative record.

**Myhotlunchbox.com:** ALA utilizes local vendors to provide hot lunch options for students daily. ALA uses myhotlunchbox.com as a 3<sup>rd</sup> party to broker these transactions. Families can visit this site daily to purchase hot meals for their students daily. Once ordered these meals will be delivered to students on campus. **Orders to myhotlunchbox.com must be in 24 hours prior for students to receive the order.** All inquiries or questions related to myhotlunchbox.com should be directed to myhotlunchbox.com customer service. Links to online lunch vendors can be found on ALA's website.

## Arrival and Dismissal Procedures

In the interest of safety, parents are encouraged to drop off and pick up their children within the timeframe outlined by the school. Below are the outlined procedures for student arrival and dismissal.

### Morning Arrival

**ALA will begin accepting students for drop-off each morning at 7:30 AM. Prior to this time, there is no adult available to supervise your child.** All students will be supervised by ALA staff from 7:30am until the beginning of class at 8:10am. At 8:05am students will be released to prepare for instruction.

Parents should abide by the following procedures when participating in ALA's morning carline.

- Please proceed to Building B and wait in line to drop off your student in the designated lanes in the front of the building.
- When departing, please exit through the parking lot making a right turn at the soccer field to proceed back toward Harvey Faulk.
- **At the stop sign at the top of the hill, all families will turn right and follow the traffic flow past Building A.**

### Afternoon Pick-Up

**ALA will begin releasing students for pick-up each afternoon beginning at 3:10 PM. Student drivers will be released first, then Bus Riders will load shortly after school dismisses at 3:10 pm. Carline procedures will begin as soon as student drivers and ALL buses have left campus.**

Parents should abide by the following procedures when participating in ALA's afternoon carline.

- All cars entering from Harvey Faulk Road, should remain in the designated lanes.
- Cars are to remain in place until the buses have transitioned off-campus
- Cars are to remain in place until all student drivers have transitioned off-campus
- Commuter families will then follow staff directions for pickup in front of Building B.
- Once their child is secured they will exit through the parking lot making a right turn at the soccer field to proceed back toward Harvey Faulk.
- **At the stop sign at the top of the hill all families will turn right and follow the traffic flow in front of Building A.**

The dismissal window ends at 3:40 PM.



**\*\*\*At all times, Please follow all directions from ALA staff members who are assisting with dismissal to ensure the safety of all ALA stakeholders.\*\*\***

### Third-Party Rides

Consistent with ALA's policies, parents and guardians must provide ALA with the identity, by name, of persons permitted to pick up their children from school and students will only be released to such designated individuals. **This notification must be in writing and delivered by an ALA administrator or front office staff member. Emails qualify as an acceptable form of written notification.** ALA does not condone students leaving campus in third-party car services and, specifically, ridesharing services whose own policies explicitly prohibit minors from using them such as Uber and Lyft. ALA **will not** allow any student to be picked up from school in a third-party car service, such as Uber or Lyft, unless a parent/guardian is in the car, and will turn away such ride sharing services from the school.

### Student Walkers

ALA's Board of Directors takes its responsibility seriously to provide for student safety. Consequently, the Board specifically prohibits parents from allowing their children to leave campus at the end of the day bound for home by foot. Because of the high volume of vehicular traffic in and around the campus at the time of day when school dismisses, the Board cannot guarantee the safety of any student who leaves the campus on foot.

## ALA Student Movement Procedures

### Beginning of School Day/Arrival

- **7:30am:** Doors open for students. All students are housed in the gym.
- **7:50am:** Bell rings to dismiss students to appropriate hallways.
- **8:05am:** Tardy bell rings alerting students to head to their 1st period class
- **8:09am:** Warning bell rings alerting students that they have 1 minute to get to 1st period.
- **8:10am:** Tardy bell rings. All students not in classrooms are swept to the main office or designated spot.

**Notes:** Students who are tardy to class are required to have a tardy slip before entering 1st period classroom.

**Interventions:** Tardy students will receive detention (9-12) with their tardy slip.

---

### HS Lunch

- **11:15am:** Dismissal for students who receive lunch and have Off-campus lunch privileges.
- **11:18am:** Dismissal of all remaining High School students for lunch
- **11:57am:** Bell rings for lunch cleanup
- **12:00pm:** Dismissal to 3rd period

**Notes:** All students should be on the 2nd floor of Building B. Those HS students who need to be on the 1st floor must have a pass from a teacher or be in the classroom by 11:20am.

**Interventions:** Tardy students to lunch detention shall receive an additional day of detention

---

### End of School Day/Dismissal

- **3:10pm:** Bell rings dismissing student drivers and bus riders

- **3:12pm:** Bell rings dismissing **all remaining students** to the front of the building (including clubs, athletics, aftercare, extracurricular activities, etc.). **ALL STUDENTS ARE TO BE MOVED OUTSIDE AND NOT REMAIN IN THE BUILDING.**
- **3:15pm:** Buses leave campus and Commuter carline begins
- **3:20pm:** Students participating in extracurricular activities are dismissed with an advisor, coach, etc.
- **3:45pm:** All remaining commuter students are sent to aftercare.

**Notes:** All students should remain in the classroom until the dismissal bell rings.

**From 3:15 - 3:20pm, teachers should help sweep all students out of the building.**

Teachers should lock their doors prior to leaving campus for the day.

### Instructional Day Hallway Traffic

- Students who travel in the hallways must have an official pass from a teacher.
- Only one student at a time should be permitted to leave each classroom at a time.
- No hallway traffic first 15 minutes and last 15 minutes of class period.
- Students traveling to the main office, nurse, east wing from the west wing should exit the building and re-enter at the front entrance. (Students can not cut through the gym)
- Students traveling from the main office, nurse, east to the west wing should exit the building and re-enter at the west wing entrance. Students should ring the bell and wait to be buzzed into the building.

## Attendance and Tardies

### Attendance

All students must be fully enrolled and should attend school regularly. ALA does not accept partial enrollment. Regular attendance is the best way to ensure that students master the curriculum. ALA will make every effort to protect instructional time from interruption and we ask that, whenever possible, parents/guardians schedule appointments (doctor, dentist) after school hours. **All students are marked absent when he or she does not attend at least 60% of the school day.** This means that students must check in by **10:58am** and not check out before **12:22pm** to be counted present.

### Excused Absences (All absences not listed below are unexcused)

*Illness or injury.* When the absence results from illness or injury, which prevents the student from being physically able to attend school. The Managing Director or designee may require an official note from a physician.

*Quarantine.* When isolation of the student is ordered by the local health officer or by the State Board of Health.

*Death in the immediate family.* When the absence results from the death of a member of the immediate family of the student. The immediate family of a student includes, but is not necessarily limited to, grandparents, parents and siblings.

*Medical or dental appointments.* When the absence results from a medical or dental appointment of a student. A written excuse should be presented with a doctor's signature or stamp.

*Court or administrative proceedings.* When the student is a party to or is under subpoena as a witness in the proceedings of a court or administrative tribunal.

*Religious observances.* When the student or the student's parent/guardian or custodian adheres to a religion whose tenets require, or suggest the observance of a religious event. The parent/guardian or custodian must seek prior

approval of the Managing Director for such absences [and the approval should be granted unless the religious observance or the cumulative effect of religious observances is of such duration as to interfere with the education of the student].

*Educational opportunity.* When the student obtains the Managing Director's prior approval of a valid education opportunity, such as travel.

### **Procedures for Notifying ALA about Absences**

On the day of the absence(s), parents/guardians should provide written documentation to a member of ALA's staff (Teacher, Front Office Staff or Administrator) stating the reason for the absence. This can include an email, doctor's note, or written note from the parent. If you do not notify ALA, when the student returns to class, he or she must bring an explanatory note within three days. If ALA does not receive the explanatory note within three days, the absence will be marked unexcused.

### **Truancy (Recurrent unexcused absences)**

If a student is truant, the first step will be a conference with the parents/guardians. Should this prove unsatisfactory, next steps include possible notification of appropriate legal authorities and/or possible recommendation for long-term suspension or expulsion. Students absent more than 20 days may not be promoted and must meet with the Managing Director to determine next steps, which could result in expulsion.

### **Tardiness & Late Pick-up**

Tardiness interrupts instruction for the entire class. Students who are tardy must go to the office to sign in. The only excused tardies are student illness, medical or dental appointments, and death/illness in the immediate family. All other tardies are unexcused.

Students must be supervised at all times while on campus. Parents who arrive after the carline has ended infringe on the time of the classroom teacher or ALA staff who must change their afternoon schedule to accommodate. Though emergency late pick-ups are understandable, routinely picking up students late will receive the same consequences as tardies.

### **Attendance monitoring and consequences**

As per NC State Law, students are allowed up to 10 excused or unexcused absences per year for semester classes (High School) and 20 for yearlong class. After 10 absences, excused or unexcused, students in high school must make up seat time, hour for hour, minute for minute. This will be at the school's discretion.

Parents must be notified as soon as students have three and six absences, and will be mandated to work with a school counselor to identify causes of the attendance problem, and create solutions to improve it.

Students with documented absences will be marked as 'excused' by their teachers, they will be held responsible for making up any missed work as well as quizzes and tests.

Students with no verifiable absences will receive a phone call home after two (2) missed days over one week. These calls will be made by and documented by a counselor.

Students who miss multiple days over a two-week period will receive a phone call home by counselor or admin regardless of excused/unexcused status. Calls will continue until contact is made with the parent/guardian.

Students who miss more than 3-4 days unexcused over a one-month period will be required to have a parent meeting with a counselor or administrator in order to identify factors hindering student attendance and overall progress.

[Table of Contents](#)

Students who meet the 10 day unexcused limit will be required to meet with both a counselor and administrator. School staff will work with parents and families to overcome attendance challenges, however, action will be taken as per state law should students remain out of compliance.

Students will be given the opportunity to make up work after school, during their lunch block, or before school on Wednesday mornings.

Number of Occurrences	Action to be Taken
0-4	No Action
5-9	Letter home to parent/guardian and student.
10-19	Required conference with Attendance Committee that includes an Administrator and the School Counselor.
20+	Parent/guardian and student required to conference with the Managing Director.

### Releasing Students from School

Parents/guardians are the only people allowed to take a student from school. Prior arrangements with the Managing Director, however, may allow for others to do so. If a parent or guardian would like their child to be released to another adult, the request must come to ALA's administration **in writing** prior to school dismissal. ALA staff will not release a child to anyone other than the student's parent or guardian without written documentation from the student's parent/guardian. Emails are acceptable forms of written documentation.

### Discipline for Attendance

Rewards and penalties in the form of grades shall not be used as attendance incentives. ALA's administration does reserve the right to apply discipline consequences for students who knowingly "skip" classes or leave campus without permission. This shall be considered a behavioral issue and disciplinary action shall be appropriate if the behavior is excessive.

### Minimum Attendance Requirement

A student is absent from school for the purposes of this section when the student is not present for at least half of the school day, whether the absence is excused or unexcused. A student is absent from a class for the purposes of this section if the student misses more than half the class period, whether the absence is excused or unexcused. Absences resulting from participation in school-sponsored activities will not count against the minimum attendance requirement. This policy does not limit a teacher or Managing Director from imposing disciplinary sanctions for students who miss portions of the school day or a class without excuse.

### Providing Support to Students with Excessive Absences

The Managing Director and school staff shall take appropriate action to help prevent excessive absences and provide counseling for students with a history of excessive absences. A student's parent/guardian must be notified of excessive absences, and the teacher and counselor then shall work with the student and family to analyze the causes and determine steps to eliminate the problem. The Managing Director shall designate a school employee to assist parents or other caretakers, Administrators and counselors with chronic cases of absenteeism.

## 10/20 Day Rule

In compliance with State Board policy, ALA students may drop a course with a required end-of-course assessment within the first 10 days of enrollment in a semester class and the first 20 days of a yearlong class. Students who are enrolled after the 10/20 day mark shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment at the completion of the course. Exceptions to the 10/20 day rule are allowed in individual

cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC assessment. These cases should be evaluated individually, and consideration should be given to make certain the accountability of the school is not being compromised. In any case, the Managing Director shall consult with the teacher and parent/guardian and sufficient documentation must be kept that explains why the student was withdrawn from the course. If it is determined the student should withdraw from the course (after 10/20) days the school must request approval from the NCDPI Director of Accountability Services.

## Saturday School Attendance & Behavior Success Program Overview

The Ascend Leadership Academy Saturday School Attendance & Behavior Success Program is designed to provide students with an opportunity to make up missed instructional time and address behavioral issues in a structured environment. The program operates on select Saturdays from 8:30 AM to 11:30 AM.

### What rationale exists for Saturday School?

1. Saturday School provides a level of intervention between lunch detention, ISS/OSS.
2. To make-up truant days or accumulated period absences.
3. Sports and activities are abundant and can be a hindrance to a student making up attendance or behavioral issues served during the school week.
4. Student/parent accountability for misbehavior. A Saturday time frame allows for students who have multiple detentions/ISS assignments to serve them accordingly.
5. It provides time for restorative practice and guided reflection that focuses on decision making.

## Attendance and Make-Up Policy

- Each full Saturday School attendance allows students to make up 1/2 of a school day or 2 instructional blocks.
- Students can make up a maximum of 5.5 school days per semester through this program.
- Attendance recovery through Saturday School does not count towards exam exemption attendance.
- Students have a 10-minute grace period for attendance.
  - Arriving more than 10 minutes late or leaving more than 10 minutes early will result in attendance not being counted.
- Students may be able to make up late work beyond ALA's 3-day late policy for a maximum grade of 50%.

## Communication and Academic Work Instructions

- Teachers will fill out a Google form providing information on the assignments to be completed.
- Students will receive an email receipt with the Saturday School request and work instructions.

## Behavior and Conduct

- There is a zero phone/headphone policy (phones will be returned during the break).
- Loaner computers will be provided if necessary, but students should come prepared with their own device.
- Students are expected to maintain appropriate and respectful behavior and follow all instructions given by the staff.

- Infractions such as sleeping, not working, or exhibiting behavioral issues will result in a referral to administration and the attendance for the day not being counted.

## Procedures

- 1. Arrival and Check-In:**
  - Students arrive between 8:20 AM and 8:30 AM.
  - Upon entry, students turn in their phones to be placed in a secure location at the front of the room.
  - Students are seated and ready to begin academic work by 8:30 AM.
- 2. Academic Work Time:**
  - From 8:30 AM to 10:30 AM, students work on assignments provided by their teachers.
  - Assignments are to be completed as specified in the email instructions .
  - Teachers or staff monitor progress and provide assistance as needed.
  - If a student finishes their academic work early, they will supplement the remaining time with additional community service.
- 3. Break:**
  - At 10:30 AM, students have a 5-minute break where they can check their phones.
  - Phones must be returned to the front of the room after the break.
- 4. Community Service:**
  - From 10:35 AM to 11:30 AM, students engage in community service activities.
- 5. Dismissal:**
  - Students collect their phones and any personal belongings.
  - Dismissal is at 11:30 AM sharp.

## Compliance and Infractions

- Non-compliance with the zero phone/headphone policy, sleeping, not working, or any behavioral issues will result in:
  - Immediate referral to administration.
  - Attendance for the day not being counted.

## Program Dates

Semester 1 (August - December 2024)	Semester 2 (January - May 2025)
September 7, 14, 28	February 8, 22
October 12, 19, 26	March 1, 8, 22
November 2, 16, 23	April 5, 12, 26
December 7, 14	May 3, 10, 17

Please contact Megan Flack, Saturday School Coordinator at [mflack@alashoolsnc.org](mailto:mflack@alashoolsnc.org) with any questions.

Board Approved 8/28/2024

## Student Parking & Off-Campus Lunch

### Student Parking

Driving a personal vehicle to school and parking on campus is a **privilege** ALA extends to all students with a current and valid North Carolina driver's license. To ensure safety and security, the following rules and regulations are important and **MUST BE FOLLOWED**:

1. All vehicles must be registered with the front office and display the appropriate hang tag from the rearview mirror. A student who temporarily drives a vehicle other than his/her registered vehicle must have a slip from the office and must register that vehicle with the office.
2. Students who qualify for on campus parking will be assigned a parking space by administration. You may park only in your assigned space, and only the individual registered to a space may park there. Do not give your pass to another student for any reason! Students CANNOT buy, sell, transfer or share their parking space or pass with another student. Lost parking passes may be replaced for a fee that will be established by ALA.
3. A driver is responsible for this vehicle should it be involved in any violation while on school property. **Students should not allow others to drive their vehicle.**
4. If a student driver has riders, he/she must insist that they follow the school policies when in the parking lot/vehicle. He/She should make certain that they do not cause him/her to lose their parking privileges by their behavior or conduct.
5. Unless you are leaving on early dismissal through the office, or receive special permission from an administrator, you are not allowed to return to your vehicle, or be present in the parking lot during the school day. Any riders must follow the same procedure and drivers should notify riders of this rule.
6. The vehicle must remain in the assigned space during school hours, unless otherwise approved by administration. Students who drive themselves must wait to be dismissed to the parking lot by a school staff member. Any riders must follow the same procedure and drivers should notify riders of this rule.
7. Students are not allowed to leave campus for lunch. Violators will have their parking privileges suspended for an indefinite period of time. This also applies to student drivers who allow others to use their vehicles to leave for lunch.
8. Students may not break in the bus line when the buses are moving. On highways, it is expected that drivers follow the driving rules and regulations of the State of North Carolina.
9. Students who operate a motor vehicle on campus should fully understand their duties and responsibilities. School administrators or school resource officers may search all vehicles parked on the ALA campus if school officials have reasonable suspicion to believe that unlawful, dangerous, or prohibited items may be contained inside the vehicle. Students may **NOT** possess tobacco products or smoke/vape in cars at any time while on school campus.
10. Use of personal vehicles as a means of skipping school will result in the loss of parking privileges on campus for up to ten days for the first offense, and indefinitely for any subsequent offense.
11. The speed limit in all parking lots and on campus is 5mph. Any student speeding or driving careless and recklessly on the ALA campus will have his/her parking privileges suspended for an indefinite period of time.
12. Students are not to ride in the back of trucks, or on the hoods of vehicles.
13. Students are not allowed to play loud or vulgar music at any time while on campus. Students are not allowed to race engines and or produce loud muffler noise on campus or in any parking lot.
14. ALL vehicles must be parked correctly between the lines in the designated parking space.
15. Receiving a traffic ticket within one mile of campus may result in suspension of parking privileges on campus for up to ten days.
16. If you are involved in an accident on campus, do not move the vehicle(s) until you are advised to do so by a school official or law enforcement agent.
17. Secure (lock doors) your vehicle before leaving the parking lot. **ALA will not be held liable for damage to vehicles, vandalism, or stolen items.**



18. Students are not allowed to loiter in the parking lot. Once your vehicle is parked in your assigned parking space, you are required to leave your vehicle and report to the building.
19. Students that drive to school and arrive late will be subject to disciplinary action; numerous tardies will result in the revocation of a student's parking privileges.
20. Penalties for parking violations are as follows: First Offense - Suspension of parking privileges/permit for one week, Second Offense - Suspension of parking privileges for two weeks, Third Offense - Loss of parking privileges. For serious violations, parking privileges may be lost on the first offense.

## Off Campus Lunch

Juniors (11th grade) and Seniors (12th grade) who meet specific eligibility requirements are able to receive off-campus privileges throughout the school year. It is important for all participants to remember that **going off campus for lunch is a privilege that can be revoked at any time if participants do not comply with the guidelines and requirements** of the program.

### Eligibility

1. Students must have enough credits to be deemed a Junior (11th grade) or Senior (12th grade) according to ALA's promotion and retention policy. [Review ALA's Promotion and Retention Policy.](#)
2. Students must maintain **a grade of 75 or higher in all classes** throughout the school year based on quarterly report cards. **First quarter eligibility is based on overall GPA, and only students with an overall GPA of 3.0 or higher will be eligible during the 1st Quarter.**
3. Students can not have any major behavioral infraction or have been assigned in-school or out of school suspension at any point in the current school year. **If a student is assigned in-school or out of school suspension, their off-campus privileges will be revoked immediately for the remainder of the school year.**
4. Students must not have more than five (5) absences in the previous quarter.

**Qualifications to participate in this program are reviewed at the end of each academic quarter**, and privileges will be revoked if students do not meet the above academic or disciplinary standards.

### Guidelines/Expectations

1. The lunch pass is the property of Ascend Leadership Academy and may be revoked at any time in case of inappropriate use.
2. A lunch permit allows the student to leave campus during the scheduled lunch period. Each student must be in possession of his/her pass that indicates administrative approval to leave campus. Students without the pass will be required to remain on campus.
3. **The student and parent are responsible for where the student goes for lunch and for his/her transportation.**
4. The school assumes no liability for any accident or injury in the exercise of this permit.
5. Students exercising off-campus lunch privileges are subject to the rules of student conduct as applicable to the regular school day adopted by Ascend Leadership Academy. As a result, students who commit disciplinary infractions while at lunch will be disciplined by the school according to the **Code of Student Conduct**.
6. Being tardy or failing to return from off-campus lunch carries the same consequences of the normal school attendance policy for skipping and may result in revocation of student off-campus privileges.
7. Providing transportation to students who do not have lunch passes is prohibited and will result in the **immediate loss of privilege** and will jeopardize a student's ability to secure off-campus privileges in the future.
8. **Lunch passes must be shown to campus security or an ALA administrator when leaving campus.**
9. **No Outside Food is allowed in the building.** Students with off-campus lunch privileges must consume their lunch off-campus.



- 10. Students with off-campus lunch **may not purchase food to be brought to other students** that do not participate in the program including underclassmen.
- 11. Students will be required to pay a \$10 replacement fee in the event the original pass was lost.

**Infractions and Consequences**

The following infractions may result in a revoked or suspended off campus lunch pass:

- Loaning off-campus lunch pass to another student
- Borrowing the off-campus pass of another student
- Excessive tardies or unexcused absences
- Transporting a student without off-campus lunch privileges off-campus
- Driving or parking violations
- Leaving campus without having your pass inspected by the Campus Security Officer and/or School administrator.
- Bringing food back into the school building for yourself or another student
- Failure to adhere to policies in this document

Violation	Consequence
1st Offense	Loss of Privilege for one (1) week
2nd Offense	Loss of Privilege for remainder of the current quarter
3rd Offense	Loss of Privilege for remainder of the semester or school year

**Wellness & Sick Child Policy**

The following provides guidelines as to when a student should stay home from school due to illness, and when they may safely return to school. This policy is set forth in a best effort to safeguard the health and wellness of students, teachers and staff at Ascend Leadership Academy.

Should a student present with any of the below listed symptoms or conditions, the student should stay home from school.

**Fever** - A fever for the purpose of this policy is defined as a body temperature of 100.4 degrees or higher. Should a student present with a fever prior to entering school, the student should stay home from school. Fever reducing medications should not be given to a student prior to school, in an effort to reduce a fever below 100.4 degrees so that he/she can enter school. Should a student present to school with a fever, a parent, guardian or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student may return to school when he/she has been fever-free for a period of 24 hours without the use of any fever reducing medications.

**Vomiting/Diarrhea** - Should a student present to school, or experience any vomiting or diarrhea at school, a parent, guardian or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student may return to school when he/she has been free from vomiting and/or diarrhea for at least 24 hours, and evaluated by a doctor if medically necessary.

**Body Rash (or any other skin irritations/infections, to include impetigo and scabies) with itching and/or fever** - Should a student present to school with any of these symptoms, a parent, guardian or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student may return once he/she is free from rash, itching and/or fever, and evaluated by a doctor if medically necessary.

Board Approved 8/28/2024

**Conjunctivitis (pink eye) or other type of eye infection** - Indications of an eye infection include when an eye is red and oozing a yellow or green discharge. Should a student present to school with any of these symptoms, a parent, guardian or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student must be evaluated by a doctor, and may return to school once he/she has been on an antibiotic ointment or eye drops for a 24 hour period of time.

**Strep Throat or Scarlet Fever** - Should a student present to school with complaints of a sore throat and a fever (100.4 degrees or higher), a parent, guardian or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student must be evaluated by a doctor, and may return to school once he/she has received at least 2 doses of antibiotics, and be fever free (100.4 degrees or lower) without the aid of fever-reducing medications for a period of at least 24 hours.

**Influenza** - Should a student present to school with complaints of fever (100.4 degrees or higher), chills, cough, sore throat, runny or stuffy nose, muscle or body aches, headache and/or fatigue, a parent, guardian, or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student may return to school once he/she has been fever free without the aid of fever reducing medications for a period of 24 hours, and any cough is mild and infrequent.

**Cold type symptoms** - Should a student present with cold like symptoms (coughing that won't stop, problems with breathing, and/or excessively runny nose - more than just a runny nose or the sniffles), a parent, guardian, or other emergency contact shall be contacted to pick the student up from school. The student may return to school once he/she has been evaluated by a doctor if necessary, and any cough is mild and infrequent.

**Head Lice** - Should a student present to school with an itchy head, and has active head lice or live nits, a parent, guardian, or other emergency contact shall be contacted to pick the student up from school as soon as possible. The student may return to school once he/she has been treated for head lice, and is free of live lice or nits. Upon return, the student shall be checked for any active head lice. Should the student still have any live lice or nits, the student will not be permitted to stay on campus until he/she is free of live lice or nits.

If a student obviously does not feel well, then that student should stay home from school and/or be evaluated by a doctor if medically necessary.

If a parent or guardian is in doubt about whether a student should stay home from school, the parent or guardian should check with the student's doctor or school administrator.

In the event that more than 25% of ALA's student population is absent due to illness, ALA shall close temporarily to sanitize the school building and allow all students the opportunity to recover. ALA's administration will resume classes when there is significant evidence that illness will not be spread further.

## **Student Health and Administration of Medication**

The Ascend Leadership Academy Board of Directors discourages the use and administration of medication at school but realizes it may be sometimes necessary for the health of the student. All medications and medical procedures, which may be taken or given outside school hours without adversely affecting the health of the student, should not be administered at school during school hours. The parent or guardian should make reasonable efforts to obtain permission from the child's health care provider to adjust the dosages of prescribed medication, so such may be provided at home before and/or after school hours. 46 In accordance with GS 115C-375.1, the Ascend Leadership Academy Board of Directors authorizes school personnel to administer prescription and over-the-counter medications upon receipt of the written authorization of the health care provider and the written authorization of the student's parents or guardian. With prescription medications, possession of the original prescription container with the appropriate name and dosage information shall be deemed to be written authorization of the health care provider. The responsibilities of the parent or guardian are to:

Board Approved 8/28/2024

[Table of Contents](#)

- 1) Provide the school with each different medication in a separate appropriately labeled container:
- 2) Place Prescription Medication in a prescription container indicating the child's name, the name of the medication, the unit of dosage to be given, the number of dosage units, the time the medication is to be given, and how it is to be administered. It is recommended the parent ask the pharmacist to provide two properly labeled containers - one for home and one for school.
- 3) Keep Over the Counter Medication in the original container that includes the manufacturer's recommendations and label with the student's name.
- 4) Provide the "Medication Administration Form" to the school, ensuring the form is completed, signed by the health care provider and parent/guardian. Faxed medication orders for the administration of medication may be accepted when submitted on the approved authorization form and signed by an authorized prescriber. The parent should sign the form within five (5) days.
- 5) Understand that if the completed form is not received and it is necessary for the medication to be given, the parent may come to the school and administer the medication.
- 6) Provide new containers with appropriate labeling each time the child's medication changes, and to remove from the school grounds any medications discontinued by the child's health care professional.
- 7) Remove all medications from school premises at the end of each school year. If not removed, the school will dispose of all medications in its possession on the last school workday at the end of the school year for students.
- 8) Bring medications directly to the nurse's office and avoid sending the medications to school via the student when possible. The medication container shall accompany all medications to be administered in school. Parents/guardians may request two containers (one for school and one for home) from the pharmacist when getting a prescription filled. Medications should be brought to the school by the parent or responsible adult. However, if this is not possible, the parent/guardian should inform the school nurse or designee by telephone that his/her child is bringing the medication to school and how much medication is in the container. The amount of medication received, if a controlled medication, should be checked by the school nurse, school administrator, or designee and witnessed by a responsible employee, and documented as soon as the parent/guardian delivers the medication.
- 9) Recognize that the authorization for administration of medication will be valid for the current school year or the ending date listed on the medication form.
- 10) Recognize that no medication (either prescription or nonprescription) will be administered by school personnel without written order from the health care provider and the signed consent of the parent/guardian.
- 11) Recognize that a secure (locked) storage area will be provided at each school for storage of medication. A staff member appointed by the Managing Director shall be responsible for this security and administration of medication. An alternate person shall be identified to fill in when needed.
  - a) The designated individual for each student receiving medication and/or procedure shall maintain a daily medication/procedure log.
  - b) The individual shall record on the log the name of the medication, date, dosage, and time of each administration or date and time of a procedure.
- 12) Recognize that students will not be allowed to self-administer medication except as stated in NC law for Diabetes, Asthma, and Anaphylaxis. A self-administer medication form must be completed by the health care provider and a signed consent of the parent/guardian.
- 13) Recognize that Ascend Leadership Academy discourages students from bringing prescription and over-the-counter medications to school and administering such to themselves without the assistance of school officials. Students will not be allowed to possess or to self-administer prescription medications, other than asthma medications, diabetic medications, and/or medications for the treatment of anaphylactic reaction, except in cases of extreme health conditions properly documented in an individual health care plan developed by the student's health care provider. The Ascend Leadership Academy Board of Directors and its employees are not responsible for the improper self-administration of over-the-counter or prescription drugs at school by students. The unauthorized possession or use of any medication during the school day is not allowed and in violation of the Ascend Leadership Academy Drug Policy.

### **Administration of Medication**

[Table of Contents](#)

The school nurse, in collaboration with the school administrator, implements the medication policy. School staff and parents shall be informed annually of the medication policies and procedures. The parent/guardian should give the first dose of any new prescription or over-the-counter medication, except for “as needed” emergency medications (e.g. auto-inject epinephrine). Medication must be administered by one adult in the presence of a second adult (except in an emergency that threatens the life of the student), with both individuals being designated by the school administrator and approved by the school nurse. A record (medication administration record or MAR), by individual, must be maintained each time a medication is administered. The record (MAR) shall include: student's name, name of medication, date and time of administration, dosage, and signature of person administering the medication. The witness (second adult in attendance) should initial the MAR. If an error is made in recording, the person who administered should line out, initial the error, and make the correction in the MAR.

### Medication Administration during school-sponsored trips

Recognize administration of medication on school-sponsored activities. Medications should be administered to students on school-sponsored trips only when absolutely necessary. Timing of doses should be adjusted to occur outside of the school-sponsored activity period if medically appropriate. Medications may be administered on school-sponsored trips only when previously administered and a parent permission form is on file. The only exception is emergency “as needed” medications. A written, approved authorization form is required for all medications. The determination of whether a medication is administered during a school sponsored activity and by whom shall be determined by the school nurse in collaboration with the school administrator and parents. Options for administration of medications during field trips may include the following:

- A. Parents/guardians may accompany students on the field trip and administer the medication.
- B. A parent may request from the pharmacy that a single dose of medication for the field trip be placed in a properly labeled prescription bottle or OTC container to be given on the school-sponsored trip by school personnel.

The medication bottle that the school has can be sent on the field trip. Upon completion of the field trip, the labeled container should be returned to the health suite. A notation shall be made on the student's medication record that the medication was administered. The person who administered the medication is responsible for documenting the administration of that medication in accordance with policy.

## 7<sup>th</sup> and 12<sup>th</sup> Grade Required Vaccinations

### 7th Grade

Vaccination requirements for 7th grade age children can be found below:

Vaccine	Number Doses Required Before School Entry*
<a href="#">Diphtheria, tetanus and pertussis</a>	5 doses
<a href="#">Polio</a>	4 doses
<a href="#">Measles</a>	2 doses
<a href="#">Mumps</a>	2 doses
<a href="#">Rubella</a>	1 dose
<a href="#">Haemophilus Influenzae type B (Hib)</a>	4 doses
<a href="#">Hepatitis B (Hep B)</a>	3 doses
<a href="#">Varicella (chickenpox)</a>	1 dose

<a href="#">Tetanus/diphtheria/pertussis</a>	1 dose
<a href="#">Meningococcal conjugate</a>	1 dose

## 12th Grade

Vaccination requirements for 12th grade age children can be found below:

Vaccine	Number Doses Required Before School Entry*
<a href="#">Diphtheria, tetanus and pertussis</a>	5 doses
<a href="#">Polio</a>	4 doses
<a href="#">Measles</a>	2 doses
<a href="#">Mumps</a>	2 doses
<a href="#">Rubella</a>	1 dose
<a href="#">Haemophilus Influenzae type B (Hib)</a>	4 doses
<a href="#">Hepatitis B (Hep B)</a>	3 doses
<a href="#">Varicella (chickenpox)</a>	1 dose
<a href="#">Tetanus/diphtheria/pertussis</a>	1 dose
<a href="#">Meningococcal conjugate (Effective 2020-2021 School Year)</a>	2 doses

## Discrimination, Harassment, and Bullying

Students, school employees, volunteers, visitors, and Board members are expected to behave in a civil and respectful manner. The Board expressly prohibits unlawful discrimination, harassment, and bullying.

Students are expected to comply with the behavior standards established by Board policy and the Code of Student Conduct. Employees and Board members are expected to comply with Board policy and school regulations. Volunteers and visitors on school property and/or at school-sponsored activities or activities in which the Board is involved and/or participating are also expected to comply with Board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action.

Students will be disciplined in accordance with the school's Code of Student Conduct.

Employees who violate this policy will be subject to disciplinary action, up to and including possible dismissal.

Volunteers and visitors who violate this policy will be directed to leave school property, may be barred from returning to school property, may be reported to law enforcement, and may or may not be prosecuted, as appropriate to the situation. When considering if a response to violations of this policy beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, discrimination, harassment and bullying prevention programs, and/or other measures deemed appropriate by ALA Administration, or the Board to address the behavior.

### Retaliation

The Board prohibits reprisal or retaliation against any person for

- (a) reporting or intending to report violations of this policy; or
- (b) supporting someone for reporting or intending to report a violation of this policy; or
- (c) participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state, and/or local laws, policies and regulations, school officials shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

## I. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, and bullying by students, employees, Board members, volunteers, and visitors to the schools. "Visitors" includes all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school.

This policy shall apply to, but is not limited to, behavior that takes place in the following circumstances:

- in any school building or on any school premises owned or operated by the Board during or after school hours;
- on any bus or other vehicle owned or operated by the Board during or after school hours;
- during or at any school function, extracurricular activity, or other school activity or event sponsored by the school or in which the school is involved or represented;
- at any time or place when the individual is subject to the authority of school personnel;
- while the individual is using school electronic communications;
- at any time or place while the individual is using personal electronic communications and any of the above situations or circumstances apply; or
- at any time or in any place when the behavior of the individual has an effect on maintaining order and discipline in the school or with regard to appropriate staff and student relations, appropriate relationships between students, or an appropriate and positive learning environment for students.

## III. DEFINITIONS

For purposes of this policy, the following definitions will apply.

**A. Discrimination:** any act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age, or disability. Discrimination may be intentional or unintentional.

**B. Bullying and harassing behavior:** any single act, pattern of gestures, written or electronic communication or transmission, verbal communications, physical act, or threatening communication which:

- 1) places a student or 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.

Bullying and harassing behavior may also include unwanted, unwelcome, and/or uninvited behavior which a reasonable person would consider demeaning, threatening, or offensive to the victim and which results in a hostile environment for the victim.

Harassment and bullying may include, but are not limited to, behaviors described above which are reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by any individual's association with a person who has or is perceived to have a 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.

Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

**C. Hostile environment:** created or established when the victim subjectively views the conduct in question (see above) as harassment or bullying and that the conduct is objectively severe or pervasive enough so that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or by a single incident, if sufficiently severe.

**D. Sexual harassment:** Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

Board Approved 8/28/2024



- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity; or
- 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or
- 3) such conduct is sufficiently severe, persistent or pervasive so that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to:

- deliberate, unwelcome touching that has sexual connotations or is of a sexual nature;
- suggestions or demands for sexual involvement accompanied by implied or overt promises or preferential treatment or threats;
- pressure for sexual activity;
- continued or repeated offensive sexual flirtations, advances, and/or propositions;
- continued or repeated verbal remarks about an individual's body;
- sexually degrading words used toward an individual or to describe an individual; or
- the display of sexually suggestive drawings, objects, pictures, written materials or body parts.

Acts of verbal, nonverbal, electronic or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

**E. Gender-based harassment:** may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

**F. Electronic communication:** includes, but is not limited to, communications or transmissions through employee and/or student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites.

**G. Situational / relationship circumstances:** It is possible for harassment, bullying, sexual harassment, and gender-based harassment to occur in various situations. For example, it may occur between fellow students or coworkers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, employees, and/or students. Harassment or bullying may occur between members of the opposite sex or between members of the same sex.

#### IV. REPORTING AND INVESTIGATIONS

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, and all others are strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made to the ALA administration. Reports may be made anonymously and all reports shall be investigated.

#### V. RECORDS AND REPORTING

The Managing Director and any employee investigating a complaint under this policy shall maintain confidential records of complaints or reports of discrimination, harassment or bullying which identify the names of any individuals accused of such offenses and the resolution of such reports or complaints. The Managing Director and any other Administrator shall also maintain records of training and corrective action or other steps taken to help provide an environment free of discrimination, harassment and bullying.

The Managing Director and any other administrator shall report to the Board and to the North Carolina State Board of Education all verified cases of discrimination, harassment or bullying through the Discipline Data Collection Report or through other means required by the State Board of Education.

## Use of Social Media

### Faculty, Staff, and Board Member Guidelines

Personal use of social networking site, including Facebook, Twitter, and Instagram

- Ascend Leadership Academy staff, employees, and board members are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as *Tweets* and *Status Updates* will be visible and public for a long time.
- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you ‘say’ online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to ALA, its employees, staff and/events related to ALA, should always meet the highest standards of professional discretion. When posting, even in the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.
- Microblogging (Twitter, Facebook, Tumblr, Instagram, etc.) comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional. #Hashtags that tag students and provide personal financial gain are prohibited. ALA students are not to be used as promotional audiences.
- ALA employees are not permitted to solicit or accept “Friend” Requests from enrolled ALA students on any personal Social Media Account. This includes student’s accounts and ALA employee personal accounts.
- ALA employees are not permitted to encourage students enrolled at ALA to create Social Media Accounts of any kind.
- All ALA employees who choose to utilize Facebook, Twitter or Instagram or any other Social Media Platform to provide classroom information to students and parents must create a “teacher” page. Post must be exclusively about classroom or school activities

### Staff-Student Relations

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails; “texting” students; calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

Employees who post information on Facebook, Twitter or other similar websites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by the school and if



warranted, will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the appropriate state department for review and possible further sanctions.

The managing director or designees reserve the right to periodically conduct Internet searches to determine if employees have posted inappropriate materials online. If inappropriate use of computers and websites is discovered, the managing director's designees will download the offensive material and promptly bring misconduct to the attention of the managing director.

### **Email**

All electronic or any other communications by employees to students or parents at any time, from any email system shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. Email between employees, students and parents shall be done through the school provided email application.

### **CYBERBULLYING and SEXTING:**

Cyberbullying by an ALA student directed toward another ALA student or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

ALA prohibits acts of cyberbullying by ALA students using any ALA owned, operated, and supervised technologies. The school's administration may report allegations of cyberbullying to law enforcement authorities.

Any act online, the Internet or through electronic devices (cellular phones, tablets) that deliberately threatens, harasses, intimidates an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the individual's property; has the effect of substantially disrupting the orderly operation of the school is considered cyberbullying.

While ALA acknowledges that it cannot control all that students or their families post online, especially when it is not posted during school hours, any off-campus posts that constitutes cyberbullying and carries over to the school environment, will be treated as a school issue and handled by the school's administration or local authorities.

If a student is found to be sharing or distributing sexting material on ALA property, they will be handled individually and as a violation of the ALA's behavioral policies, and parents/guardians will be notified of the incident. In addition, as all members of school staff are legal, mandatory reporters of serious harm, and because an offense of this type is categorized as child pornography, school officials will be required by law to report known occurrences to North Carolina law enforcement.

Any student or school staff member that believes he/she has or is being subjected to cyberbullying, as well as any person who has reason to believe a student or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyberbullying shall immediately make a report to school administration.

ALA has a zero tolerance against cyberbullying and each reported instance will be handled in accordance with school, local and state rules, policies, and guidelines.

## School Dress Code

ALA's Board of Directors created a dress code to help promote unity by encouraging a sense of belonging and pride in the school community. It also is designed to discourage bullying, victimization and socio-economic discrimination.

It reduces social pressure and peer conflicts and encourages students to concentrate more on their studies than on their wardrobe by creating a learning environment free of unnecessary distractions. ALA's dress code is designed to promote school unity and pride.

In all aspects of student dress, ALA administration reserves the right to deem student apparel out of compliance and inappropriate if it is determined that it is distracting from the learning environment.

### TOPS

Tops are defined as shirts, sweatshirts, hooded sweatshirts, blouses, jackets, vests, and sweaters. Students are not permitted to wear tank tops, camisoles, or cut off t-shirts as these apparel items do not qualify as allowable tops. ALA students are required to wear tops that have a primary color of gray, white, black, white or navy. Tops should not expose undergarments. Tops may have logos or graphics other than an authorized school logo as long as the primary color of the top is gray, white, black, or navy. Tops may not contain any messages that are vulgar, obscene, have profane language or that ALA administration deems inappropriate. Any official ALA school apparel, regardless of color, is an acceptable top. This includes tops related to athletic teams, clubs, and other programs endorsed by Ascend Leadership Academy.

All jackets, coats, pullovers and hoodies, worn in the school building, must meet the same standards of tops as described above. If a student wears a jacket or coat that does not meet these requirements, they must remove it once they enter the school building.

### BOTTOMS

Bottoms are defined as pants, jeans, capris, shorts, skirts, and dresses. ALA students are required to wear bottoms that have a primary color of navy, blue, gray, black, khaki or white.

Bottoms must be sized appropriately with no holes, rips, or distress. Bottoms can be leggings/jeggings, or athletic pants/shorts as long as they meet the primary color requirements. Bottoms may have logos or graphics other than an authorized school logo as long as the primary color of the bottom is gray, white, black, blue or navy. Blue jeans are acceptable. All bottoms should be sized appropriately and should not reveal the undergarments of any student. Students who wear bottoms that ALA administration deems inappropriate as too revealing, -tight, short, or big will be considered out of dress code.

### OTHER

*Socks/Shoes:* Must be matching with no holes. Flip flops, slides, and slippers are not permitted. All shoes must have a back or heel strap.

*Hats, Bandanas, Sunglasses and Beanies:* Items are not allowed inside the school building at any time. Students are permitted to wear items outside of the school building. These items should not display any obscene, profane, gang related, or drug related messages or ideas.

*College Day Guidelines:* Students may wear a top with a College/University logo or lettering displayed on it.

*Dress Down Day Guidelines:* Students can dress outside of the primary color requirements and clothing should meet all other dress code requirements. Administration's discretion is applied.

## ALA's Athletics Program: Purpose

The objective of athletics at Ascend Leadership Academy is to offer students the opportunity to learn to be part of a team with a common purpose and high standards of performance. In addition, athletics serve the purpose of helping students to develop skills, increase fitness, and learn sportsmanship.

Realizing the need for acceptable standards for the operation of a sound athletic program, the ALA athletic department has established these minimum regulations for all student athletes. To maintain the highest possible standards and to keep athletes in proper perspective with relation to the total education program. The athletic staff, coaches, and all athletes will be expected to abide by these policies and regulations. Any deviation from these standards must be approved by the Athletic Director or School Administration.

## ALA's Athletics Program: Participation Requirements

At the beginning of each season, School Administration will provide the Athletic Director and coaches with copies of each student athlete's most recent mid-quarter progress report or report card and attendance record.

In order to be eligible to participate in the Ascend Leadership Academy athletic program, the student must:

1. Maintain a minimum **cumulative grade average** of 70; considering all enrolled courses with **no failing grades**.
2. Maintain 90% attendance
3. Not behave in such a manner as to receive detention or in or out of school suspension.

Probation (temporary loss of eligibility) will be imposed if students fail to meet any of these three requirements. The probation period will extend until the student receives an updated mid-quarter progress report or report card.

While on probation, the student-athlete is not eligible to dress out, practice or play in any athletic competition. Students on probation will have their eligibility reassessed once the next mid-quarter progress report or report card is issued.

### Academic Standard

Student-athletes are expected to maintain excellent academic standing while participating on ALA athletic teams. To support this standard, each student must meet the following academic requirement:

1. Maintain a minimum **cumulative grade average** of 70; considering all enrolled courses with **no failing grades**.

This will be calculated by adding up all of the class grades from either the student athlete's mid-quarter progress report or report card and dividing them by the number of classes the student is enrolled in. For example:

### "Student A" Grades

Math - 75

English - 80

Science - 65

Social Studies - 75

Art - 95

$$75 + 80 + 65 + 75 + 95 = 390$$

$$390 \text{ divided by } 5 \text{ (\# of classes)}$$

Student Cumulative Average = 78. The student is eligible.

ALA currently operates on the 10-point grading scale listed below:

$$100 - 90 = A$$

Board Approved 8/28/2024

89 – 80 = B  
 79 – 70 = C  
 69 – 60 = D  
 59 below = F

## Academic Policies and Procedures

### Project-Based Learning (PBL)

We are committed to practicing the principles of Project-Based Learning (PBL). PBL addresses each student's cognitive growth through assignments that develop higher order thinking, require research and experimentation, and teach critical academic skills and knowledge. Through PBL instruction we train our students to THINK. PBL is rigorous, but the quality and depth of cognitive advancement through PBL produces an empowered lifelong learner.

*Essential Project Design Elements include:*

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.

### Grading Systems

The policy of the Board of Directors is to strive for a consistent and just evaluation of each student at Ascend Leadership Academy. To ensure the effectiveness of this policy, the Board of Directors endorses the following beliefs and best practices:

- Student grades should reflect academic achievement
- While attendance and behavior may influence a student's learning, they should be reported separately, and not a factor in the student's grade
- Teachers should compare each student's performance against pre-set standards, not against the performance of other students.
- For missing work, teachers should provide reasonable opportunities to complete make-up assignment(s) to demonstrate the targeted learning
- Teachers should provide students and their parents with a clear explanation of their grading practices including the weighting of formative and summative assessments and rubrics as appropriate.
- All assessments and assignments, including teacher-made tests should be aligned with the Common Core State Standards, North Carolina Essential Standards, and/or the Ascend Leadership Academy Charter and education plan and be designed to assess student achievement accurately.

Board Approved 8/28/2024

**Grading Scale**

In all grade levels in which letter and/or numerical grades are given, the grading scale shall be as follows:

- A = 90-100 Excellent
- B = 80-89 Above Average
- C = 70-79 Average
- D = 60-69 Proficient
- F = 0-59 Not Proficient

**Grading Parameters**

Students earn grades based on material outlined in the Common Core State Standards and the North Carolina Essential Standards. **For the first three grading periods (quarters), the minimum grade is 50.** Percentage grades will be used on report cards, cumulative folders, and transcripts.

The following grading parameters are in place and will be followed by all teachers at Ascend Leadership Academy:

- **Make-up policy** – when a student is absent, the student has **3 instructional days** to turn in missed work upon returning to school. The day the student returns to school is Day 1 of the 3 days.
- **Late work** – students have **3 instructional days** after the due date to turn in assignments. Each day the work is late, 10 points will be deducted from the grade. At the end of the third day, a zero may be given for that assignment.
  - Teachers can require that late work still be turned in before a student moves to the next step of an assignment or project, even if that work will no longer receive credit.
- **Academic Dishonesty / Plagiarism** – Any act of academic dishonesty may result in loss of credit for the assignment and/or other disciplinary action. Depending on the nature of the assignment and dishonesty, a teacher may offer to let the student complete the assignment or an alternate assignment for a maximum grade of 50%.
- **Group work** - When completing team/group assignments, students shall not be penalized for the incomplete work of others. In some situations, the student could receive a group grade and an individual grade. Teachers will determine whether they assign a group and individual grade.
- **Extra credit** - a challenge question on a quiz or test or a higher-level requirement on a project may be given. However, extra credit assignments intended to raise overall grades or replace missing or low-grade assignments are not allowed. Points should not be given for bringing in classroom supplies, returning forms that require parent signatures, etc.
- **Categories and Weighting** - Teachers will have autonomy when determining grade categories weights/percentages. (classwork, homework, Tests, etc.) Teachers will communicate these weights/percentages with ALA's administration and parents at the beginning of each school year.
- **Final Grade** - may include tests, quizzes, projects, group work, labs, research papers, homework, class participation, classwork, etc. The final grade for the first three quarters will not be less than 50.

**Student Promotion and Retention**

ALA's Managing Director has the authority to promote and to retain students based upon the standards set by the Board of Directors and by the State Board of Education. Students are required to meet promotion standards that include demonstrated grade level proficiency on local assessments, standardized tests, report cards, and student work. To be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through North Carolina End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely based on a state assessment.

**6<sup>th</sup> – 8<sup>th</sup> Grades**

The Managing Director shall consider the following criteria when making decisions regarding student promotions:

1. Satisfactory performance on all relevant state End-of-Grade (EOG) assessments
2. Passing final grades in core academic classes

3. Satisfactory performance on PBL project content and presentations
4. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic classes
5. Daily Attendance records

## 9<sup>th</sup> – 12<sup>th</sup> Grades

**Classification as Freshman:** All students are classified as Freshmen in their first two semesters of high school, regardless of credits earned

**Classification as Sophomore:** A student must have passed the number of units equal to his/her maximum potential less than 2 units. One credit must be English I.

**Classification as Junior:** A student must have passed the number of units equal to his/her maximum potential less than 3 units. One credit must be English II.

**Classification as Senior:** Enough earned course credits to be within reach of graduation by the end of that school year. One credit must be English III.

\*Maximum potential is defined as an individual student's opportunity to have earned high school credit. For example, a freshman enrolled at ALA for a full academic year has the maximum potential to earn 8 credits per year. To be classified as a sophomore, that student must pass 6 credits, one of which must be English I.

## Students With Disabilities

To the extent possible, students with disabilities shall be held to the same promotion standards as all other students. However, for students with IEPs who take alternative assessments in lieu of the EOG or the EOC tests in their respective grades and/or high school courses, promotion decisions shall be based on criteria as recommended by the IEP team. Such decisions may or may not be tied to passing or failing course grades and/or other promotion requirements.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities shall be made available to students with disabilities who are subject to these promotion standards. Such opportunities must be in addition to the special education services provided to students with disabilities.

Each IEP team, with the student's parent(s) or guardian(s) as members (and the student himself/herself as member, also, where appropriate) shall work together to determine the appropriate course of study for that student.

## Retention

If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and must be provided by the end of the third quarter. The Director's office must provide in writing an official notice of retention to the parent/guardian by the last day of school.

## Report Cards and Progress Reports

Teachers shall keep parents/guardians informed of student progress at school. Each family will receive a report card for their student at the end of each 9-week grading period. The report card will include each student's grade in all of the courses they are enrolled in based on the 10-point grading scale (Policy 2.009). The report may also include teacher comments. In addition to the report card that is sent home, additional information may need to be sent to the parent/guardian, or individual conferences may need to be scheduled.

Report cards shall include the number of days absent and the number of days tardy.

Each student receiving exceptional children's services will receive an assessment of the student's progress toward goals on the student's Individual Education Plan (IEP) at the end of each grading period, including whether the student is likely to reach IEP goals by the end of the school year. The student's IEP shall state how the child's parent/guardian will receive this assessment.

**Progress Reports:** Parental communication of student progress is essential in providing quality instruction. Teachers will communicate each child's progress and identify areas of concern. All parents/guardians will receive communication regarding the progress of each student between report cards, regardless of the level of progress.

**Interim Progress Reports Schedule:** Interim progress reports shall be distributed to each student according to a schedule determined by ALA's administration.

**Interim Progress Reports to Students with Disabilities:** Each parent/guardian of a student receiving exceptional children's services will receive an assessment of the student's progress toward goals on the student's Individual Education Plan whenever the student receives a formal progress report under this policy. The student's IEP shall state how the parent/guardian will receive such assessments.

## Internet Acceptable Use

Ascend Leadership Academy provides students with Internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. Violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of student access to the Ascend Leadership Academy network. This policy applies to all Internet access on ALA property, including Internet access using mobile devices.

## Access to Information

The Internet gives students access to sites all over the world. Ascend Leadership Academy cannot completely control the information available to students. However, ALA will monitor the online activities of students and use content filtering software to provide Internet monitoring and content filtering for all students, staff, and visitors on the ALA network. The filtering software is intended to allow valuable Internet content, while prohibiting access to obscene material, including pornographic and other content that is harmful to minors. Although it may be possible for a student to find inappropriate material, ALA feels the educational benefit provided by the Internet outweighs any possible disadvantages. We encourage parents to talk with their students about sites and material which the parents believe are inappropriate. ALA cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school. Furthermore, students who bring their own devices to campus are encouraged to take reasonable precautions to ensure the security of those devices. This includes operating system updates and virus scanning.

## Acceptable Uses

All Internet use by students at Ascend Leadership Academy must have an educational purpose and comply with student behavior guidelines. Acceptable uses for students include:

- Visiting websites or databases that pertain to classroom activities or lessons.
- Creating or maintaining school or individual web pages or conducting email communications, all under the direction of staff
- Using search engines to access information, websites, or pictures that pertain to classroom material or projects

## Unacceptable Uses



The transmission of materials that violate state/federal law or ALA policy is strictly prohibited. Unacceptable uses include, but are not limited to:

- Taking any actions that may disrupt the ALA network; this includes knowingly introducing a virus and “hacking”
- Disclosing, using, or disseminating personal information about any minor on the Ascend Leadership Academy network
- Accessing threatening or obscene materials
- Using language that threatens another individual
- Violating copyright laws and/or clickable licensing agreements
- Accessing personal email accounts or other forms of direct electronic communication including chat rooms for non-educational purposes
- Using the name and password of another user

Additionally, students may not use personal cellular connections to access the internet while on ALA campus. All student access to the internet must be via ALA’s network.

## **Safety and Ethical Use**

Any internet user must take reasonable precautions to protect him or herself online. Students, staff, and visitors should use the guidelines listed in this section.

### **Email, forums, instant messaging, and other online messaging**

Never share personal information online. This includes, but is not limited to: real full name, postal address, social security number, and passwords. Sharing the information of another individual, especially minors, is unethical, strictly forbidden by the AUP, and may be unlawful. In the case of students, the privacy of student educational data is protected by the Family Educational Rights and Privacy Act (FERPA). When in doubt, do not release student data and consult a school administrator for further advice.

Special care must be taken when sending mass emails. Email addresses themselves are private information, and improper mass emailing can result in inadvertent sharing of addresses. Improper mass emailing can also allow recipients to reply to the mass message and send their own messages to the entire group. This is preventable by using a blind carbon copy (Bcc) feature or a mass emailing service. It is the responsibility of all ALA staff and students to use Bcc or a mass emailing service and to protect private information and data when sending mass emails.

### **Unauthorized access / hacking and general unlawful activity**

Gaining or attempting to gain unauthorized access to ALA resources or using ALA resources to gain or attempt to gain unauthorized access to outside systems is unethical, unlawful, and forbidden by the AUP. This includes bypassing the internet filter without permission or purposefully gaining access to material that is harmful to minors. Assuming the online identity of another individual for any purpose is unethical and forbidden. Use of ALA resources for any unlawful purpose, including, but not limited to, copyright infringement, is unethical and forbidden by the AUP.

### **Academic Integrity**

Students are expected to follow all Board and school handbook policies regarding academic integrity when using technology.

## **Internet Safety Policy**

It is the policy of Ascend Leadership Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].



## Definitions

Key terms are as defined in the Children’s Internet Protection Act.

### Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Ascend Leadership Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

### Education, Supervision and Monitoring

It shall be the responsibility of all members of the Ascend Leadership Academy staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director or designated representatives.

The Director or designated representatives will provide age appropriate training for students who use the Ascend Leadership Academy Internet facilities. The training provided will be designed to promote Ascend Leadership Academy’s commitment to:

- A. The standards and acceptable use of Internet services as set forth in the Ascend Leadership Academy Internet Safety Policy;
- B. Student safety with regard to:
  - a. safety on the Internet;
  - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - c. cyberbullying awareness and response.
- C. Compliance with the E-rate requirements of the Children’s Internet Protection Act (“CIPA”).

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District’s acceptable use policies.

## Bring Your Own Device (BYOD) Policy (6-12)

### Program Outline

Board Approved 8/28/2024

Bring Your Own Device (BYOD) is a strategy for providing personal computing in business and education where the end user (employee, student), as opposed to the organization, provides, owns, and maintains his/her own device. It is typical in universities and colleges, and is very popular in K-12 education.

Starting in the 2023-24 school year, each student in grades 6-12 is required to provide his or her own device for personal use both at school and at home, with exceptions for families with demonstrated financial hardship.

### Daily Expectations

Access to a computer is essential to learning at Ascend Leadership Academy. The student's personal device is considered an essential school supply, just as pencils and paper traditionally have been. Students are required to be prepared at the start of each school day with their fully-charged and functional devices. This is considered a part of being prepared to learn.

As with all technology at Ascend Leadership Academy, students are required to follow the Student-Parent Handbook when using their personal devices.

### Loaner Devices

ALA will maintain a sufficient pool of short-term loaner devices for extenuating circumstances, such as a computer being out for repair. Loans will be day-long only. Students who need a loaner should check one out from building administration or the Technology Facilitator before the start of first period, and return it before returning home. The loaner devices do not go home with students unless no other option, such as a shared family computer, is available. If an issue with a student device occurs in the middle of the day, the student may check out a loaner immediately. Loaners will not be available for students who forget their devices. A student who has an extenuating circumstance such as a computer that needs to be repaired will be provided with a loaner with the presentation of a note or email from the parent/guardian. The note/email must contain the following information:

- Explanation of device issue
- Timeline for repair or replacement

If a student device breaks during the school day the student should bring the device to show the technology facilitator and a loaner will be issued. If the student fails to return the device at the end of the day they will be given a warning, If they fail to bring it back a 2nd time they will no longer be issued a loaner.

### Consequences

Students who are unprepared with their devices will follow the following consequence schedule:

**1st Instance:** Verbal warning from teacher

**2nd Instance:** Verbal warning from teacher and parent contact

**3rd Instance:** Lunch detention and parent contact

**4th Instance:** Referral to Administration

**5th Instance:** Conference with student, parent(s), and building administration

Students whose computers are out for repair are exempt from this schedule.

### Device Requirements

[The BYOD Student Computer Purchasing Guide document](#) details device requirements. The document is also available on the website under *About* → *Forms and Documents*. Requirements are minimal, and there are many very affordable options that meet them.

## Cell Phones

Cell phones **do not** meet the device requirements and are not acceptable as a student computing device. **Furthermore, the use of 3G/4G hotspots on campus is prohibited.** Students must deactivate any hotspots while on campus, and must connect personal computing devices to ALA's wireless network.

## Statewide Testing

In addition to day-to-day schoolwork, students will use their personal devices for examinations, including End-of-Grade and End-of-Course tests, and North Carolina Check-In Assessments. As such, students will be required to install any testing software and make any configuration changes required by the examination platform(s) being used. Students will be expected to arrive at school on day one with their device and NC Test already installed. [Click Here for Directions.](#) ALA staff will be available at open house to assist parents and students in making these changes prior to the start of school.

Parents/guardians are free to put security measures in place on their child's device however this cannot interfere with connecting to the ALA internet network. As well, if parental controls are present on the child's device the parent/guardian will be responsible for adding and installing any required software/apps for classes and testing. It is important for the parent/guardian to understand how to use the security measures and make security changes as needs arise.

## Financial Hardship

The BYOD program should not be a barrier to learning for any ALA student. Families who are unable to financially provide a computer for their student(s) should contact Managing Director Justin Smith directly at [jsmith@alashoolsnc.org](mailto:jsmith@alashoolsnc.org).

## Electronic Devices and Cell Phones

Students **may not** use cell phones during the instructional day unless directed to by a teacher or member of Administration. Staff members may give students permission to call or text parents during the school day for an emergency and schedule changes. For non-emergency situations, students should use ALA's office/classroom phones to contact parents or guardians.

Students **must** follow rules and procedures for cell phones as defined in the ALA Internet Acceptable Use Policy. If a student violates this policy, teachers **can require cell phones to be turned off and placed in classroom cell phone pockets provided.** Failure to do so will result in a consequence and/or confiscation. The instructional day for all students begins at 8:10am and runs to 3:10pm. **Parents should have no expectation of reaching their students via text or cell phone during those hours.** The following consequences will result when the policy is violated:

<b>1st Offense</b>	Device will be turned off and placed in the classroom cell phone pockets located in each classroom.
<b>2nd Offense</b>	The student will receive a warning and parents are contacted. The phone will be confiscated until the end of the day.

<b>3rd Offense</b>	The student will be written up for the cell phone violation. The phone will be confiscated and may be picked up at the end of the day from the office by a parent only. Administration will conference with student. The student will receive a consequence as per the school administration's discretion.
<b>4th Offense</b>	The student will be written up for cell phone violation. The phone will be confiscated. Administration will conference with the student and parent and the phone will no longer be allowed on campus for the remainder of the academic year. Future offenses will be considered blatant non-compliance and handbook consequences will be followed.

## Exceptional Children's Services

A free appropriate publicly supported education will be provided, in the least restrictive appropriate environment, to every disabled child with special needs ages four (4) through twenty (20). The Ascend Leadership Academy Charter Schools will comply with the State Board of Education's Procedures Governing Programs and Services for Children with Special Needs, and the Individuals with Disabilities Education Act and its implementing regulations.

The term "special education" means specifically designed instruction, at no cost to the parent/guardian, to meet the unique needs of the exceptional child. Each disabled child will have access to the variety of educational programs and services available to nondisabled children. This includes but is not limited to physical education, art, music, industrial arts, consumer and homemaking education, vocational education, and general interest electives.

- Every child suspected of having a disability is entitled to a multidisciplinary diagnosis and evaluation.
- All testing and evaluation materials and procedures shall be nondiscriminatory and administered in the child's native language.
- Parents/guardians shall be provided in writing with the results, findings, and proposals based upon the evaluation.
- An Individualized Education Plan shall be developed for each disabled child whose parent/guardian consents to special education placement.
- Special education and related services shall be provided in the least restrictive appropriate environment to each child with special learning needs based upon the Individualized Education Program.

Written notice shall be given to parents/guardians of exceptional children a reasonable time before the school system proposes to initiate or change the identification, evaluation, or educational placement of a child with special needs. The written notice shall give a full explanation of all of the procedural safeguards available to parents/guardians.

## Least Restrictive Environment

At Ascend Leadership Academy, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## Separate Setting

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.

## Related Services

Related services are defined as transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, counseling services and recreation.

ALA contracts with a third-party service provider to deliver these services where required by each student's Individual Education Plan.

## Accountability

Ascend Leadership Academy's Board of Directors charges the administration to manage the core educational functions of the school in ways that guarantee equity, consistency, and ingenuity with the ultimate intent of maximizing achievement for all students.

Exceptional Children are part of, not separate from, the general education population. Special education accountability should strengthen, compliment, and align with other special education supports and initiatives.

When testing of children with disabilities Ascend Leadership Academy shall:

1. provide broad accommodations and alternate methods of assessment that are consistent with a student's individualized education program and section 504 plans
2. prohibit the use of statewide tests as the sole determinant of decisions about a student's graduation or promotion
3. provide parents with information about the Statewide Testing Program and options for children with disabilities.

All students with disabilities enrolled at ALA, including those with Individualized Education Programs (IEPs) and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state assessment program using one of the following assessments as appropriate and as determined by the student's IEP or Section 504 Plan:

- a. The standard test administration with or without accommodations, or
- a. An alternate assessment with or without accommodations, if eligible.

Only students with significant cognitive disabilities may participate in a state-designated alternate assessment based on alternate academic achievement standards.

## Child Find

ALA has established procedures that ensure that all children regardless of their circumstances and severity of their disability who need special education and related services, are identified, located, and evaluated. ALA will abide by the following procedures:

1. Classroom teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability.
2. Teachers, administration, and parents will join together to create an individualized student success plan that will provide interventions at the classroom level with the goal of addressing any deficiencies the student may have. After 4 weeks, these interventions will be assessed.
3. If the team determines that the interventions put in place were successful, then the Success Plan will continue, and the student's success will continue to be monitored.
4. If the initial interventions are not successful under the Success Plan, the team will move to more intensive research-based interventions under the Student Assistance Program (SAP). If these more intensive interventions do not contribute to improved student achievement it may be determined that the student will need to be evaluated for Special Education services.
5. ALA will utilize the services of a licensed Psychologist to administer the various evaluations that identify learning disabilities. Based on the written evaluation of the Psychologist, the IEP team will determine if the student qualifies for Special Education services.
6. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for Special Education services, they may or may not be referred for 504 services.

Board Approved 8/28/2024

The child find procedures also apply to children with disabilities with varying living circumstances including those who are highly mobile, migrants, and/or homeless.

### **Parent Requests for EC Services**

Parents of a child suspected of having a disability may request to have their child evaluated by Ascend Leadership Academy. This request must be made in writing and should be addressed to ALA's administration.

Within thirty days of receipt of written notification of a request for evaluation, ALA shall issue a written response to the child's parent. The response shall include either an explanation of reasons ALA will not pursue the concerns or a date for a meeting in which ALA and the parent(s) will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. This meeting shall take place in a reasonable amount of time.

### **Services for Handicapped Students Under Section 504 of the Rehabilitation Act**

No child will be excluded from any educational program or be subject to discrimination because he is an "individual with a handicap," as the term is defined in The Rehabilitation Act of 1973. Protected individuals include any person who has a physical or mental impairment that substantially limits one or more of such a person's major life activities, has a record of such impairment, or is regarded as having such impairment.

The Managing Director will appoint a school employee to serve as 504 coordinator for the provision of services under Section 504 of The Rehabilitation Act of 1973. A Section 504 contact also shall be designated to serve as a resource for parents/guardians and staff.

- Any student, or his parent/guardian, may file a grievance if they believe their rights under this policy or Section 504 of The Rehabilitation Act of 1973 have been violated.
- The Managing Director shall establish procedures for implementation of this policy. These procedures shall be available through the Section 504 coordinator at each school.

### **High School Credits and Summer Recovery**

At the high school level, students must earn at least a 60 in any given class to earn high school credit on their transcript. Students who earn less than a 60 in a course will earn a failure for the course that term. Any core class - Math, ELA, Social Studies, Science, or Digital Media (charter school specific requirement) - must be repeated if failed before moving on to the next level. [For example, a student must pass Math II before moving on to take Math III.]

#### **Summer Credit Recovery**

Targeted students will have an opportunity to earn credit recovery for a small selection of core courses if they meet certain criteria. This credit recovery opportunity will be available to students the summer after they take the course and receive a grade below 60. To qualify for our credit recovery program, students must have fewer than 20 days absent from school for the school year and must have earned between a 51% and a 59% as a final grade for the course.

Our credit recovery program will use a computer-based instructional program that focuses on differentiated instruction and individualized learning plans - to ensure that students are mastering standards necessary for the class. Once a student completes the credit recovery course, their transcript will reflect the awarding of a credit for the purpose of graduation. The credit recovery course will not affect the student's GPA.

#### **Repeating Courses**

Students that do not pass a course and DO NOT meet the criteria for our credit recovery program will be signed up to repeat that course in a subsequent semester. On their transcript, students will have a failing grade for their first attempt at a course that will remain even if they receive credit for the course the second time. If the student does not receive credit for the course a second time, they will be allowed to attempt credit recovery the summer after their second attempt, regardless of if the criteria listed above are met.

## Parents Families Volunteers and Visitors

### School and Family Communications

Ascend Leadership Academy's Board of Directors recognizes that parents/guardians, families, caregivers, schools, and the community share the responsibility for the education of our children. Creating positive home, school, and community partnerships is essential to carrying out this shared responsibility successfully. To promote high student performance, school administrators, teachers and parents/guardians must work as knowledgeable partners and communicate effectively to promote student achievement. To encourage effective communication, the Board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences.

### Parent Communication and Conferences

The Board encourages regular contact with parents by school personnel with notification of both positive and negative interactions with their children. ALA administrators shall plan for periodic communications with parents annually. Teachers are responsible for scheduling and hosting two student-led conferences with parents/guardians, one conference in the Fall and one conference in the Spring.

### Parent and Family Engagement (Title I)

The Ascend Leadership Academy Board of Directors recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. The School shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I program for Targeted Assistance in our school. The Board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

#### A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

#### B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet



the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Through the school-wide Title 1 Program, School, we offer a Targeted Assistance program that will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Board in cooperation with our Managing Director. Eligibility criteria includes, for example, standardized test scores, teacher observations and input, and other measures of student progress.

Ascend Leadership Academy's targeted assistance program shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

### **C. ANNUAL MEETING AND PROGRAM EVALUATION**

Each year, school administration must invite parents of students participating in the Title I program to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school administration must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I program and the parent and family engagement policies and plans. This information will be collected in the form of parent surveys specific to the Title 1 program and its offerings. Data collection will include learning gains and end of year proficiency scores of those children served in the program. Climate surveys related to parent involvement in activities and events will also be used to assess the overall program. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

### **D. PARENT AND FAMILY ENGAGEMENT EFFORTS**

The Board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year. Outreach will include messages and invitations in our weekly newsletter, on our website and targeted email campaigns for parents of student participants. These meetings and activities will also be advertised on the school published calendars and on the website.

The Managing Director shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. Our Title I program shall jointly develop and annually distribute to parents and family members a written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. The plan will involve parents in the planning and improvement of Title I activities and will provide for the distribution to parents of information on expected student achievement levels and the school's academic performance. This effort will work in tandem with our School Improvement Team which shall have members that represent students in the Targeted Assistance program, students who are ELL and students with disabilities. Should the School Improvement Team prove unable to achieve enough membership of these parent representatives, we will create a subcommittee specifically designed to include parents of students in the TAP and ensure their input is included in the development of the Title 1 program and that the Title 1 program is represented in the yearly School Improvement Plan.

School officials will invite appropriate personnel from private schools, business leaders, non-profit organizations and other individuals or consulting firms with expertise in effectively engaging parents and family members in education. Outreach will include invitations to private and non-profit agencies in Lee County who provide equity and access to resources and support for at-risk families and private consultants or business leaders who can provide additional support, resources and expertise for at-risk students and families. The Managing Director or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with these groups in accordance with federal law.

In addition, the administration and Title I school personnel shall do the following:

[Table of Contents](#)

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the established School Improvement Team and any other appropriate committees that review the Title I program;
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating members in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance; these include Title 1 Family nights, parent conferences, and Curriculum nights
3. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs; these include mandatory notices of student eligibility criteria, identification process, and serve expectations as well as parent participation in required meetings including IEP and ELL placement or evaluation meetings
4. Conduct an annual evaluation of the content and effectiveness of the school's parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards; During this process the School will identify:
  - barriers to greater participation of parents (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background);
  - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - strategies to support successful school and family interactions.

this includes collecting data through climate surveys, disaggregating student performance data on state exams, interpreting student learning gains data on internal benchmarking and progress monitoring tools and interpreting the Internal Ready Reports that demonstrate the Schools ability to meet established targets and goals by subgroup. We will use these findings to design evidence-based strategies for more effective parental involvement, and revise, if necessary, the PFE policy.
5. Strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation; this includes scheduling parent meetings when convenient for families and offering multiple opportunities for these meetings, providing child care during these meetings and events, providing home language materials and documents, and providing multiple means of communication including hard copy invitations and information in the parent's home language.
6. Provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. Design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained; this is included in our family handbooks and the Title 1 participation documents and agreement
8. With the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education; this is included in our Staff handbooks and Board operating manuals which outline expectations for instructional staff to include parents in their child's education, offering a variety of parent volunteer and participation opportunities and providing targeted parent conference dates in fall and spring.
9. Distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology; this is accomplished in our weekly newsletters, website and published calendars. This is also

expressly communicated in all Title 1 family nights, Curriculum nights, and one on one parent conferences.

10. Coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child; this is accomplished through our wide-spread outreach for parent participation driven by the School, the PTO, and the School Improvement Team for a variety of academic and extracurricular activities that involve parents in their students education
11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education; this will be accomplished through our general outreach programs led by the Managing Director and including Board members and Foundation Board members in recruiting community and business leaders' support
12. Ensure that parents are involved in the school's Title I activities; and
13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

## **E. NOTICE REQUIREMENTS**

The Managing Directors and Title I school personnel shall provide effective notice of the following information as required by law. The notice will be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

### **1. Program for English Learners**

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

1. the reasons for the child's identification;
2. the child's level of English proficiency and how such level was assessed;
3. methods of instruction;
4. how the program will help the child;
5. the exit requirements for the program;
6. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
7. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
8. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

These expectations will be met through proper notice to all meetings related to IEP or ELL plans and may be given in the parent's home language. Access to the Parents Rights is also made available on our Website;

### **2. School Report Card**

Each year, the School shall disseminate the school report card containing information about the school including, but not limited to:

1. student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
2. the performance of the school on academic assessments as compared to the district and state as a whole;
  - c. the percentage and number of students who are:
    1. assessed,
    2. assessed using alternate assessments,
    3. involved in preschool and accelerated coursework programs, and
    4. English learners achieving proficiency;
4. the per pupil expenditures of federal, state, and local funds; and
5. teacher qualifications.
6. The School report card will be posted according to NC statute and the information will be available as it is disseminated to Schools and permission is granted to release the formally approved School Performance Grades and correlating data. The School Improvement Team will also access and interpret the School

Report Card data to review, revise and update a yearly School Improvement Plan inclusive of the Targeted Assistance Program and allocated resources.

3. Teacher Qualifications
  2. At the beginning of each year, the School will notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.
  3. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.
4. Parental Rights and Opportunities for Involvement
  1. Each year, the principal shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
  2. Each year, the principal shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

#### F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, the School shall publicize on the website; the report card described above and information on each assessment required by the state organized by grade level. The information must include:

1. the subject matter assessed;
2. the purpose for which the assessment is designed and used;
3. the source of the requirement for the assessment;
4. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
5. if available, the time and format for distributing results.
6. This information will be shared in the published calendars, weekly newsletters, reminders, and through curriculum nights and Title 1 parent meetings

The Managing Director shall develop any administrative procedures necessary to implement the requirements of this policy.

## Campus Visitors

ALA's Board of Directors encourage parents/guardians and others interested in public education to visit the school. To ensure that school campuses are safe and orderly, ALA's administration may establish rules governing school visitors, consistent with this policy.

### Procedures

While the Board welcomes visitors to the school, the paramount concern of the Board is to provide a safe, orderly, and inviting learning environment in which disruptions to instruction and instructional time are kept to a minimum.

1. During instructional hours, all visitors must check in at the school office to gain approval from ALA's administration to be on school grounds. Permission to visit classrooms during face-to-face instruction is generally limited to parents of students in those classes who have particular and compelling reasons for such visits, to guests of the teachers in those classrooms designated for those visits, and to professional educators and students who seek to observe the classroom for the purpose of gathering information and deeper understanding of the educational programs and/or methods being used therein.
2. After having been approved to be on school grounds during instructional hours, visitor's must display whatever identification is required by the school throughout their stay during instructional hours.
3. School visitors shall comply with all school rules and Board policies.

Board Approved 8/28/2024

4. Individuals who are discovered on-campus during instructional hours without having received permission to visit and/or who are not displaying visitor's identification will be instructed to report to the administrative office immediately, and may be ordered off the premises, or subject to possible arrest for criminal trespass.

### School Expectations

Once visitors gain approval to be on school grounds. The school's administration has the right to establish the following expectations:

1. During student testing or at other times when visits may disrupt school activities, Administration may limit or prohibit school visitors.
2. Parents/guardians wishing to discuss individual student progress should request a meeting with the teacher in advance. Such meetings should take place outside of regular classroom hours.
3. Any person who disrupts school operations, is disorderly, damages school property, threatens students or staff, or otherwise poses a risk to safe and orderly school operations may be asked to leave school property. Administration may prohibit such persons from attending school events or coming on school property. Unless necessary to ensure school safety, such prohibitions may last for no longer than the remainder of the school year.

### School Volunteers

The Board welcomes persons who wish to volunteer their time in schools. Screening, training, and supervision of volunteers is the responsibility of ALA's administration, following rules and procedures established by the Managing Director. All volunteers who work unsupervised with students, must pass the mandatory background check each year.

Volunteers are bound by the standards of conduct applicable to school employees. The Managing Director may terminate the services of a volunteer if the Managing Director deems appropriate.

### Student/Parent Grievances

Ascend Leadership Academy encourages parents and staff members to communicate any grievances they have with the appropriate school leader. Ascend Leadership Academy encourages parents to contact the involved staff members and set up a meeting to discuss the grievance informally before following the procedure outlined in this policy.

A grievance is defined as a formal, written claim by a student and/or parent alleging that a specific decision made by a school employee has adversely affected the person making the complaint. A grievance may include, but is not limited to, allegations of the following:

- that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, Board policy, or administrative procedure; or
- that a decision made and/or action taken by a Board employee is unfair, discriminatory, or otherwise not in a student's best interest.

The purpose of this Grievance Procedure is to secure, at the lowest possible level, equitable solutions of the problems which arise to affect differences between parents and/or students and employees.

If the grievance cannot be resolved by the parties directly through informal communication, Ascend Leadership Academy will follow the procedures outlined below. Failure of a student to comply with timelines listed below will result in denial of the grievance or appeal. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

**Step 1:** The parent or staff member shall communicate their grievance with their assigned school administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The assigned school administrator will return communication in writing with the person filing the grievance within 48 hours. This communication will include information about how the

Board Approved 8/28/2024

situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the assigned school administrator, the written grievance shall be directed to the Managing Director and continue through the same process outlined. (The Managing Director will retain the duties of the assigned school administrator under this scenario) The Managing Director will investigate within 10 days of receiving the grievance in writing.

**Step 2:** If the grievance is not resolved through communication with the assigned school administrator a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. Within five days of the conference, the Managing Director will provide both parties with a decision based on the information gathered in writing. If either party disagrees with the Managing Director's decision they will have the opportunity to appeal directly to the Board of Directors.

**Step 3:** The party requesting an appeal will make a written appeal within 7 days of the Managing Directors decision to the Board of Directors describing the nature of the grievance. The Managing Director will provide objective data that was discovered during their investigation. The Board of Directors will schedule a hearing 14 days from receiving the written appeal request. The appeal hearing will require at least 3 board members and all parties involved will have the opportunity to state their case. After hearing the various testimonies, the panel members will discuss the matter in a closed session and come to a decision. The Board may confirm, overturn, or modify the Managing Director's decision. Within 30 days of the hearing, the board members will communicate their decision in writing with the party filing the appeal.

The decision of the Board will be final and is the last step for all grievances.

## Parent Organizations

Ascend Leadership Academy recognizes that parent organizations are an effective means of actively involving parents in their children's school; the Board encourages the development and participation of parent organizations that support the goals of the school.

Parent organizations are not considered to be a part of the school. However, because such organizations and their activities reflect upon the school, all parent organizations must be approved for operation within the organizational structure of the school and authorized to operate on campus, use the name of the school, communicate with students and parents through use of the school's internet resources, and do business on school property by the Managing Director in accordance with the criteria set forth in this policy. Parent organizations which are not so approved and so authorized are not entitled to official access to the school's students or parents, free use of Board facilities as "school-related" organizations and shall not use the name of the school in the name of the organization.

- A. The school's administration shall inform approved, authorized parent organizations of specific goals and shall help these organizations identify opportunities to assist the school in achieving these goals.
- B. Parent/guardian organizations or booster clubs that are involved with school activities or students should establish a document that sets forth the purposes of the organization and the general rules and procedures by which it will operate.
- C. Parent/guardian organizations, such as the PTO, and booster clubs shall secure the advice and approval of the Managing Director in planning any function in which students will participate while under the jurisdiction of the Ascend Leadership Academy.
- D. A parent/guardian organization or booster club shall secure advance approval of the principal before planning a fund-raising activity intended to benefit a school program.



- E. School Administration should assist parent/guardian organizations and/or booster clubs in planning activities, not limited to fund raising, that serve school needs and involve significant numbers of interested parents/guardians in meaningful service to schools and their students.
- F. Parent/guardian organizations and booster clubs are responsible for maintaining adequate financial records and ensuring that such records are accessible to parents/guardians and school officials on request.
- G. Any property that a parent/guardian organization or booster club donates to the school, or a school activity shall be the property of Ascend Leadership Academy, and the organization should receive prior acceptance of the Managing Director before purchasing such items.

## Family Aviator Association (FAA)

Our newly formed Family Aviator Association (FAA) is eager to help parents and families connect to enhance our community experience! The FAA's primary objective is to support ALA educators in providing a school culture based around our RAISE values so as to promote student development academically, socially, and culturally.

To support the varied activities and objectives of ALA, there are five committees that need YOU! These committees include Academics, Arts, Athletics, Events, and School Operations. More information will be forthcoming with opportunities to learn more about (and hopefully join!) the various committees at Open House and Curriculum Night. Please be thinking about ways your gifts and talents may be able to contribute.

# Emergencies and Crisis Management

## Crisis Management Plan

A Crisis Management Plan has been developed by ALA school administration. The plan is maintained and implemented by the Director of Operations/Culture. The plan identifies potential hazards and prepares our staff and students to respond quickly and responsibly to emergencies. The Board recognizes that the safety of students and staff is best met by a plan that minimizes disruption to the education program, while at the same time provides necessary exercises and drills to train students and employees to respond to emergency situations.

## Emergency Preparedness

Ascend Leadership Academy works closely with emergency management, law enforcement, public health and other officials at the local, county, state and federal levels to develop plans for handling emergencies. ALA has a Crisis Management Plan which includes guidelines on how to respond to severe weather, fire, chemical related incidents, and security related incidents during school and business hours.

## Emergency Closings

The Managing Director shall be responsible for making provisions for and administering procedures for the temporary closing of school because of inclement weather or other unforeseen occurrence that presents a threat to the safety of students, staff, or property. **Ascend Leadership Academy will follow the inclement weather advisories of Lee County Schools and may implement additional closings or delays if deemed necessary to ensure safety for the students and staff of Ascend Leadership Academy, many of whom reside in counties outside of Lee.**

## Inclement/Severe Weather

When severe weather is predicted, ALA will monitor weather conditions closely. **Ascend Leadership Academy will follow the inclement weather advisories of Lee County Schools.** ALA will notify families and staff of emergency closings through:

- An announcement posted on [www.ascendleadershipacademy.org](http://www.ascendleadershipacademy.org)

Board Approved 8/28/2024



- ALA Mass communication email/text/call system
- TV Channel 5 (WRAL) and TV Channel 11 (WTVD)

### **Ice and Snow**

At the threat of ice and snow, ALA will determine if an early dismissal is warranted. An Administrator will remain on campus until all students are retrieved.

### **Storms and Tornadoes**

- Storm safe areas will be designated for each class and office suite.
- If the National Weather Service issues an imminent threat of severe storms or tornadoes, the Managing Director will alert all classes and personnel to proceed to storm-safe areas.
- ALA will conduct storm drills that will occur at the beginning of each storm season.
- Move computers and other items that can be damaged by water away from windows and exterior walls. Unplug electrical items. Turn off air conditioners.
- Store all loose items and move the desks away from windows and doors.

## **Code of Conduct**

### **Adult Code of Conduct**

Board Approved 8/28/2024

## Purpose and scope

As we partner with families to best support students, it is critical that we engage in a way that allows our partnership to flourish. We understand that situations can become stressful, and we want to maintain the best support possible. To ensure that expectations for interaction are mutually held, the *ALA Adult/Visitor Code of Conduct* provides the necessary clarity for those who may not understand the importance of civil behavior when advocating for their children or visiting a school campus. Indeed, the most effective way children learn appropriate behavior is through the example presented by their parents/guardian. So it is important that parents and caregivers, as well as visitors and volunteers, behave civilly whenever they are on a school campus for any reason.

*In order to maintain a peaceful, safe, and secure school environment, Ascend Leadership Academy cannot tolerate parents or visitors exhibiting the following:*

- Engaging in disruptive behavior that threatens to or actually does interfere with the daily operation of the school – whether in a classroom, hallway, administrative office, parking lot, gym, or otherwise. This includes extracurricular activities, such as meetings, clubs, and athletic events.
- Using loud and/or offensive language, including swearing, as well as displaying any other aggressive, angry, and violent behavior.
- Threatening to physically harm anyone on campus, whether student, staff, or visitor, as well as committing any act of physical aggression.
- Damaging or destroying school property.
- Sending abusive and/or threatening e-mail, text messages, instant messages, voicemail, or phone messages or other written forms of communication to that end.
- Using social media specifically to threaten or to make offensive and/or defamatory comments about any ALA student or staff member. (In such unfortunate instances, ALA will, as necessary, take even greater action against any such adult, including contacting the involved social networking site and the School Resource Officer, as well as potentially taking legal action).
- Making offensive comments regarding the school or any of its students, family members, or staff while on school grounds.

## Adult Code of Conduct

All adults entering the school or participating in school events shall adhere to the following rules of conduct:

1. Always be respectful to the staff, students, and other members of the school community.
2. Model appropriate behavior and be good examples to our school community.
3. Check-in and obtain clearance from the office upon entering the building.
4. Do not display dangerous or unsafe behavior when on our campus.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to SCHOOL staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten SCHOOL staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

## Complaint and Conflict Procedures

When engaging in a conversation with another person who is becoming overly aggressive and/or disrespectful, staff members are to follow the steps below:

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation immediately.  
*Possible script: "Unfortunately, we need to end this conversation here. I understand you are upset but we cannot continue until we can communicate with a calm tone and appropriate language."*
3. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

### Progressive Discipline

To the extent an adult's actions/behavior falls below the code of conduct the adult can be subjected to disciplinary action by the administration. The following are the progressive discipline steps ALA will take should any adult breach our code of conduct:

- Upon the first occurrence, the direct supervisor will send a follow up email to the individual.
- Upon a second occurrence, individuals can be:
  - removed from the premises;
  - restricted from re-entry for a period of 30 calendar days; and
  - limited to pick-up and drop-off of students outside the building
- Upon a third occurrence, individuals can be:
  - Removed from the premises; and
  - Permanently restricted from re-entry.

**\*Violence/Threats:** If the act or action of the individual falls within the category of acts of violence on school premises, threats of violence on school premises, bullying of teachers, students or other parents, the individual can be immediately removed from the premises and permanently restricted from re-entry.

\*While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Any interaction with Ascend Leadership Academy teachers or staff must be done so by electronic means.

\*The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if SCHOOL determines that the adults behavior has created an unsafe or hostile environment.

## Student Code of Conduct

Each student in the Ascend Leadership Academy Charter School is responsible for exhibiting the highest standards of behavior. The Code of Student Conduct sets out school wide expectations for student behavior designed to provide the best possible school climate. All students shall comply with the Code of Student Conduct while on educational property, which includes any school building, school campus, grounds, recreational area, athletic field, or other property  
Board Approved 8/28/2024

under the control of the Ascend Leadership Academy. Students may also be disciplined for conduct that occurs off educational property that violates this Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

## Restorative Justice and the Student Justice Council

ALA's mission requires a school culture where students are accountable to all stakeholders for their behavior. This will be supported through the implementation of Restorative Justice practices and a Student Justice Council. Restorative justice emphasizes student accountability for their actions through the facilitation of small group sessions where offenders and the offended are given the opportunity to talk, air grievances, and ask questions. These small group sessions will follow a specific protocol and the team will provide a recommendation to administration of how the offending student should make amends to reintegrate into the learning community. These sessions will be known as the Student Justice Council and will consist of students, teachers, and administrators. Restorative justice practices have been proven to strengthen campus communities, prevent bullying, and reduce the amount of student-to-student conflicts.

### JURISDICTION TO TAKE DISCIPLINARY ACTION

School Administrators are authorized to take disciplinary action for misconduct that occurs:

1. On school grounds;
2. Off the school grounds at a school activity, function or event;
3. Off the school grounds at a non-school activity, function or event, but where the misconduct leads to a potential danger or disruption of school or any other violation of the Student Code of Conduct; and,
4. En route to and from school or any school-related activity, on the bus, and at the bus stop.

Authority to take disciplinary action also extends to any off-campus non-school-related actions by students, *at any time of the year*, which have a direct or immediate impact on school discipline, the educational operation or function of the school, or the welfare of students or staff.

## DISCIPLINARY AUTHORITY OF TEACHERS AND ADMINISTRATORS

**Teachers:** Teachers shall maintain discipline and order in the classroom, and are authorized to give verbal warnings, initiate parent contact (ensuring two-way communication), draft written reprimands, assign students to detention, refer students to the school office, and employ any other discipline and behavior management techniques except for short-term or long-term suspension or expulsion of a student, discipline which is forbidden by law, or discipline which is permitted under the Student Handbook or by Ascend Leadership Academy policy to be administered only by an Administrator.

For any day assigned to detention, students will be required to spend a period of time, not to exceed one (1) supervised hour, completing assigned schoolwork. Students may complete activities centered on social and emotional learning, restorative practices, character education, and other activities that assist students in understanding the root cause of their behavior and how they take responsibility for their actions. Transportation of students assigned to detention is the responsibility of the student and his/her parents. One (1) day advance notice shall be given to allow students to make alternate transportation arrangements for those days when assigned to detention.

**School Administrators:** Notwithstanding anything to the contrary herein, school administrators (Directors and Deans) have the authority to administer any discipline or behavior management technique which a teacher is permitted to use, may assign students to in-school suspension, assign students short-term suspensions, may assign students Out-of-School Suspension up until the time of a disciplinary hearing (even if for a longer period of time than a short-term suspension) and refer any disciplinary matter to the Student Justice Council for a hearing. Any student who has been suspended pending a disciplinary hearing shall be allowed to make up schoolwork that is missed due to the suspension pending the disciplinary hearing, and shall be permitted onto school grounds to pick up class assignments at

the office unless an administrator determines that allowing the student to pick up work assignments at the school office constitutes a danger to other students or staff. **However, students who are suspended pending a disciplinary hearing are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events.**

Although generally progressive in nature, discipline should be appropriate for the misbehavior and the age of the student.

**Consequently, administrators have the latitude of assigning discipline in relation to the misbehavior.** For example, students who engage in more serious acts of misbehavior, such as fighting, are not entitled to a warning before any other disciplinary action is taken.

The Director is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly, or dangerous conduct not covered in the Student Handbook, the Director or his/her designee may undertake corrective measures which he/she believes to be in the best interest of the student and the school provided such action does not violate School Board policies or procedures, or state or federal laws.

## Disciplinary Hearings

A disciplinary hearing is a formal proceeding held for the purpose of deciding whether you violated or did not violate a policy in the Ascend Leadership Academy Code of Conduct. Participants in the disciplinary hearing **can** consist of administrators, teachers, students, parent/guardians, and potentially School Resource Officer (SRO). The hearing panel **can** consist of unbiased teachers, administrators, members of the Board of Directors or other ALA staff members. The panel will have a quorum of 3 individuals not related to the case and will listen to testimony, review evidence presented, rule on questions of evidence, and make factual and legal determinations. The panel will then provide a recommendation to ALA's Managing Director and Board of Directors related to policy in the Code of Conduct that was allegedly violated.

## INFORMATION REGARDING DISCIPLINARY PROCEDURES

ALA's disciplinary action will be progressive, will draw on the professional judgment of teachers and administrators, and may, depending on the circumstances, include a range of discipline management alternative resolutions, including positive disciplinary techniques. Disciplinary action will take into consideration, without limitation, the seriousness of the violation, the student's age and grade level, the frequency of the student's misbehavior overall, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (including, without limitation, IDEA and Section 504).

Because of these factors, discipline for a particular violation (unless otherwise specified by law) may bring into consideration varying alternative resolutions and responses. The Director or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

When a Code of Conduct violation is reported or suspected, school administration will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to investigate. The investigation, where possible, should include interviews with alleged perpetrator(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. When possible, written statements may be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. **Administrators have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Although schools will make an effort to inform parents about issues of concern when possible, parental consent and notification is not required prior to questioning and/or obtaining written statements from students.**

At an appropriate time during the investigation, the parent or guardian will be notified. If the incident involves injury or a need for immediate medical care arises, appropriate medical attention will be provided and the parent or guardian

notified as soon as is practicable. The Director and his/her designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

The determination of whether a student has violated the Code of Conduct will be based solely on a **preponderance of the evidence**, which means that it is more likely than not based on all of the evidence available that the student did violate the Code of Conduct. Once it has been determined that the student did violate the Code of Conduct, the school administrator will follow the progressive discipline process.

## STUDENT SEARCH AND SEIZURE

School administrators are authorized to perform student searches and seize items that do not belong in school. At no time should teachers search students, backpacks, or personal possessions and seize possessions. If you suspect a student is in possession of a restricted item, contact a school administrator immediately.

## LEVELS OF DISCIPLINE

The Code of Conduct is generally organized into four (4) levels of prohibited behaviors: *Level 1 Violations*, *Level 2 Violations*, *Level 3 Violations*, and *Level 4 Violations*. However, it is important for students and parents to note that the circumstances of violations may warrant more severe consequences, even on the first violation. **ALA reserves the right, in administration's sole and exclusive discretion, to take all action necessary to protect its students, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation treating a violation as a higher-level violation and/or providing for more severe consequences.** Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

**Level 1 Discipline:** Level 1 Discipline is generally used for minor acts of misconduct which interfere with the good order of school. Level 1 violations are generally minor violations and may represent a failure to demonstrate universally accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher alternative resolutions, the student may be referred to a school administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

**Level 2 Discipline:** Level 2 Discipline violations are generally intermediate acts of misconduct. Level 2 violations are generally mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

**Level 3 Discipline:** Level 3 Discipline violations are generally serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are generally major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from school. Level 3 violations may result in a referral to a Disciplinary Hearing.

Administrators will notify the appropriate district personnel, school resource officers, and law enforcement or state agencies deemed appropriate and required by law.

**Level 4 Discipline:** Level 4 Discipline violations are the most egregious acts of misconduct and generally constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the student were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Depending on the severity of the violation, school administrators have the authority to send a student to a Disciplinary Hearing for any violation regardless of the level of disciplinary violation.

**A student who receives a consequence of expulsion may appeal to the ALA Board of Directors. The Board may uphold, amend, or overturn the disciplinary decision.**

## DISCIPLINARY DEFINITIONS

**Note:** The definitions below are meant to address and define disciplinary actions. Throughout this Code of Conduct, other defined terms may refer to the Glossary of Terms located within this Handbook. Parents and students are encouraged to read and become familiar with all defined terms.

Some of the disciplinary actions that may be used for student violations of the Code of Conduct include the following:

- **Warning/Reprimand:** Students will be warned that they may receive a consequence if the misbehavior continues.

**Detention:** Detention may be used to address Level 1 infractions. For each day assigned to detention, students will be required to spend a period of time completing assigned class work. Students may complete activities centered around social and emotional learning, restorative practices, character education, and other activities that assist students in understanding the root cause of their behavior and how they take responsibility for their actions. No other activity will be allowed during detention.

- **In-School Suspension:** The student is removed from regular classes for a specified period at the local school. Class work assignments are sent to the student by the teachers while in In-School Suspension (ISS). **While assigned to ISS, students may not participate in or attend any extracurricular activity, including athletic participation and other school events.** If students violate any rule of the ISS program, students will be suspended from the program and from school for the remaining number of days that students were assigned to ISS.

- **Short-Term Suspension:** Students subject to a short-term suspension will be suspended from school for not more than ten (10) consecutive days.

- **Long-Term Suspension:** Students subject to a long-term suspension will be suspended from school for more than ten (10) consecutive days but not beyond the end of the current semester. A Disciplinary Hearing is required to impose a long-term suspension.

- **Expulsion:** Students subject to an expulsion will be suspended from school beyond the end of the current semester. A Disciplinary Hearing is required to impose an expulsion of longer than 10 days.

### Suspension or Expulsion from School

All In-School Suspension, Out-of-School Suspension, or Expulsion shall also include suspension from all regular school activities, extracurricular school activities, athletic participation, and other school events.

### Strategies and Alternative Resolutions

When students commit Level 1 through 3 disciplinary violations, a combination of strategies and alternative resolutions may be used in conjunction with a disciplinary response.

## PROGRESSIVE DISCIPLINE

The disciplinary levels below correspond to the progressive discipline levels detailed above within the levels of discipline. However, in serious violations, principals or designees working in conjunction with the School Leadership and Operations Division may use a higher level of progressive discipline.

The Code of Conduct provides examples of violations that may occur and guidelines for the MINIMUM and MAXIMUM consequences. This Code of Conduct is not intended to include all violations for which disciplinary action may be taken as it is not possible to identify all behavior which might result in disciplinary consequences. Similarly, this Code of Conduct is not intended to list every consequence for every violation as it is not possible to anticipate every set of circumstances under which a disciplinary consequence may be appropriate. The student will receive a consequence that is either the minimum, the maximum, or an appropriate consequence in between. Students and parents/guardians should expect that discipline will be progressive, will be equitable, and will be fairly and evenly administered. This Code of Conduct is meant to be a clear and concise reference guide and students and parents/guardians are encouraged to communicate with school administrators regarding their student's particular situation.



## LEVEL 1 VIOLATIONS

**1.1 Behavior Detrimental to Learning:** Such behavior includes, but is not limited to, conduct that disrupts the learning environment and insulting communication that is disrespectful.

**1.2 Bullying (1st Violation):** Bullying, as the term is defined by ALA policy, is strictly prohibited. The Student Code of Conduct for ALA, expressly prohibits bullying. Bullying is one of three Level 1 violations that has an alternate progression.

**1.3 Bus Conduct:** Students must obey all bus safety rules and all rules listed in the *Student Code of Conduct*. Bus Conduct is one of three Level 1 violations that has an alternate progression.

**1.4 Unexcused tardies to school or class:** Students that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in immediate level 1 violation.

**1.5 Dress Code:** Violation of the dress code policy. Dress Code is one of three Level 1 violations that has an alternate progression..

**1.6 Electronic Resources:** Violating the policies for using electronic resources..

**1.7 Misuse of Electronic Communication Devices:** Unauthorized possession, displaying or using a cell phone, pager, or other electronic communication device during the school day without the consent of the principal or his/her designee.

**1.8 Encouraging Prohibited Behavior:** Inciting, encouraging, counseling, or advising others to engage in prohibited behavior that violates the 6-12 Student & Parent Handbook or any policy of ALA.. A student violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a student how to engage in prohibited behavior.

**1.9 False Information:** Deliberately giving false or misleading information, including, but not limited to, forgery and altering records.

**1.10 Failure to Report:** Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others.

**1.11 Gambling:** Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia.

**1.12 Inappropriate Items and Activities:** Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non-damaging use of a laser pointer.

**1.13 Inappropriate Physical Contact Between Students:** Includes, but is not limited to, pushing, shoving, inappropriate display of affection, or inappropriate touching.

**1.14 Insubordination:** Being insubordinate to school personnel or school volunteers.

**1.15 Miscellaneous Violations:** Violating any other Board of Education or school rule, including, but not limited to, failing to report to detention and/or violating rules of the In-School Suspension program.

**1.16 Over-the-Counter Medication:** Using or possessing over-the-counter medication at school without the written consent of the principal or his/her designee.

When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a Student Health and Medication Authorization Form. Medicine cannot be given without written permission and instructions from the parent. Please do not send medicine to school with students.

All prescriptions and over-the-counter medicines must be kept in the school office unless authorized in writing by a physician and approved by the principal. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

**1.18 Profanity:** Using profane, vulgar, obscene, insulting, or threatening language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device, directed towards any person other than school personnel.

**1.19 Possessing Obscene Materials:** Possessing obscene or vulgar materials when such conduct does not involve another student.

**1.20 Skipping School:** Leaving school, skipping school, or skipping class without permission.

**1.21 Unauthorized Areas:** Being in an unauthorized area without permission.

**1.22 Verbal antagonizing/intimidation:** Using inappropriate language towards peers.

**1.23 Unauthorized use of electronic devices:** Use of cell phone, tablet, computer, chromebook or other unauthorized use of electronic devices during instructional period.

## LEVEL 1 PROGRESSIONS

Teachers are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

**1st Violation:** Reteach expectations; Parental contact; A warning; and or 1 day of In-School-Suspension (ISS);

**2nd Violation:** Reteach expectations; Parental contact; loss of privileges (i.e. lunch detention); reflection report; and or up to 2 days of In-School-Suspension (ISS);

**3rd Violation:** Loss of privileges; Parental Contact; Behavior contract; Referral to Counselor or Dean of Intervention; and or up to 3 days of ISS;

*A school may only assign OSS for a Level 1 Violation after following the appropriate chronic discipline guidelines. If no Chronic Discipline Meeting has been held, ISS must be assigned instead of OSS. Schools may/are encouraged to assign ISS in place of OSS for students that have never violated the rules of In-School Suspension.*

**4th Violation:** 2 days of Out-of-School Suspension (OSS)

**5th Violation:** 3 days of OSS – Hearing for 5th Level 1 Violation (only if a Chronic Discipline Meeting has been held and implemented)

*Subsequent Violations will repeat 3 days of OSS.*

*Committing a Level 1.16 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.*

## Level 1 Alternate Progressions

DISCRIMINATION, HARASSMENT & BULLYING Level 1, 2, 3	MINIMUM	MAXIMUM
Level 1.1 1st Violation	Verbal Warning and Alternative Resolution	Short Term Out-of-School Suspension for five (5) days and Alternative Resolution.
Level 2.1 2nd Violation	In-School Suspension for	In-School Suspension for ten

	ten (10) days OR Short Term Out-of-School Suspension for ten (10) days, not a combination thereof, and Alternative Resolution.	(10) days OR Short Term Out-of-School Suspension for ten (10) days, not a combination thereof, and Alternative Resolution
Level 3.1 *3rd Violation	Requires a Disciplinary Hearing. Long-term suspension or expulsion for 18 weeks and referral to the alternative school.	Requires a Disciplinary Hearing. Expulsion for 27 weeks and referral to the alternative school.
*Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a disciplinary hearing for the first (1st) bullying offense whereby the student, if found to be in violation, will be subject to disciplinary action including, but not limited to, suspension or expulsion.		

### BUS CONDUCT

Students must obey all bus safety rules and all rules listed in the *Student Code of Conduct*. In addition, North Carolina law prohibits the following acts while on a bus:

1. Acts of physical violence.
2. Bullying.
3. Physical assault or battery of persons on the bus.
4. Verbal assault of persons on the bus.
5. Disrespectful conduct toward bus drivers or other persons.
6. Unruly behavior (*including but not limited to throwing items, excessive movement and noise level*).
7. Students shall be prohibited from using any electronic devices with or without headphones or earbuds during the loading and unloading process. Students should keep electronic equipment packed away when preparing to board and when getting off the bus. Use of electronic devices while onboard the bus with headphones or earbuds is permitted as long as it does not interfere with the driver's operation of the school bus.
8. Using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the bus.
9. Students must maintain silence at all railroad crossings until the driver has crossed and gives the all clear.

Any violation of the Code of Conduct occurring on any bus may have consequences of being suspended from riding on the bus in addition to any other discipline consequences set forth in the Code of Conduct.

Fighting on a bus is among the most serious violations committed by students, as it endangers everyone riding the bus by causing the driver's attention to be diverted. Fighting on a school bus may result in immediate suspension from the bus and/or school with no prior warning or progressive disciplinary action being taken.

BUS CONDUCT	MINIMUM	MAXIMUM
1st Violation	Parent Contact by Administrator	Bus suspension for three (3) days
2nd Violation	Bus suspension for three (3) days	Bus suspension for five (5) days
3rd Violation	Bus suspension for five (5) days	Bus suspension for ten (10) days

Additional violations beyond the 3rd violation may result in up to ten (10) days of bus suspension or disciplinary hearing. Bus conduct may result in both bus and school-based consequences.

DRESS CODE	<i>MINIMUM/ MAXIMUM</i>
Level 1.5	
1st Violation	In-School Suspension for the remainder of the school day. Students may return to regular class upon correction of the dress code violation. Two-way communication with parent/guardian.
2nd Violation	Students will be placed in In-School Suspension for one (1) day. If the violation is corrected before the expiration of the one (1) day, students may return to regular class after serving one full school day in In-School Suspension.
3rd Violation	Students will be placed in In-School Suspension for at least 2 days and then until the violation is corrected.
An explanation of the dress code violation will be provided to students/parents by the administrator, a combination of local interventions, supports, and disciplinary response may be appropriate. Additional violations beyond the 3rd violation may result in additional interventions.	

Unauthorized Use of electronic devices (cell phones)	<i>MINIMUM/ MAXIMUM</i>
1st Violation	The device will be turned off and placed in the classroom cell phone pockets located in each classroom.
2nd Violation	The student will receive a warning and the parent is contacted. The phone will be confiscated until the end of the day.
3rd Violation	The student will be written up for cell phone violation. The phone will be confiscated and may be picked up at the end of the day from the office by a parent only. Administration will conference with the student. The student will receive a consequence as per the school administration's discretion.
4 <sup>th</sup> Violation	The student will be written up for cell phone violation. The phone will be confiscated. Administration will conference with the student and parent and the phone will no longer be allowed on campus for the remainder of the academic year. Future offenses will be considered blatant non-compliance and handbook consequences will be followed.

## LEVEL 2 VIOLATIONS

**Disruption of School:** Causing or contributing to the disruption and interference of school operations. It is unlawful for any person to disrupt or interfere with the operation of a public school. North Carolina law prohibits the upbraiding,

[Table of Contents](#)

insulting, or abusing of any teacher, administrator, or bus driver upon the premises of any school in the presence and hearing of a student. An example of prohibited conduct includes, but is not limited to, causing, participating in, or encouraging a food fight or attending or logging onto and disrupting a virtual classroom where the student is not enrolled or otherwise authorized by the teacher to attend.

<b>DISRUPTION OF SCHOOL</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	In-School Suspension for five (5) days	Short Term Out-of- School Suspension for three (3) days
2nd Violation	Short Term Out-of- School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)
3rd Violation	Short Term Out-of- School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Violation of Electronics and Technology Policy:** Misuse of electronic or technological resources or devices, including, but not limited to unauthorized access to the system network, creating or using the email or messaging account of another without permission to send communications.

<b>VIOLATION OF ELECTRONICS &amp; TECHNOLOGY POLICY</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	In-School Suspension for five (5) days	Short Term Out-of- School Suspension for three (3) days
2nd Violation	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral.)
3rd Violation	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks of expulsion or referral for long-term suspension.)
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Giving False Information:** Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.

<b>GIVING FALSE INFORMATION</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	In School Suspension for five (5) days	Short Term Out-of- School Suspension for two (2) days
2nd Violation	Short Term Out-of-School Suspension for two (2) days	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**2.7 Possessing Hazardous Objects:** Possessing, displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is either dangerous or threatening to the student, other students, personnel or any other person. If the hazardous object is displayed or used, or the student exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used. Possession of any hazardous objects on school grounds, school buses, school bus stops or school events without intent to use. If the student displays, uses, or otherwise exhibits intent to use said object in a non- dangerous manner, refer to Level 2, Non-Dangerous Use of Hazardous Objects.

**Hazardous Objects:** Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known a nunchuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any non-lethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.

<b>POSSESSION OR DANGEROUS USE/NON-DANGEROUS USE OF HAZARDOUS OBJECTS</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Short Term Out-of-School Suspension for two (2) days	Short Term Out-of- School Suspension for five (5) days
2nd Violation	Short Term Out-of-School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension)
3rd Violation	Short Term Out-of-School Suspension for seven (7) days	Disciplinary Hearing (Referral for long-term suspension or expulsion).
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Fighting:** Students must make every effort to avoid physical confrontation or fighting. For this violation, fighting shall include, but not be limited to, hitting, kicking, punching, slapping, or engaging in physical contact with another student or person that are not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3. **Regardless of the extenuating circumstances, if any student participates in a fight as defined above they will be disciplined based on the following:**

MIDDLE/HIGH		
<b>FIGHTING</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Short Term Out-of- School Suspension for three (3) days	Out-of-School Suspension for five (5) days
2nd Violation	Disciplinary Hearing (Referral for long-term suspension).	
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Inappropriate Activity of a Sexual Nature:** Such conduct does not rise to the level of severity of a Level 3 violation and may include public displays of affection including, but not limited to, kissing or embracing or groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; unwelcomed sexual advances; “sexting”; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment

<b>INAPPROPRIATE ACTIVITY - SEXUAL NATURE</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	In-School Suspension for three (3) days	Out-of-School Suspension two (2) days
2nd Violation	Out-of-School suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension.)
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion or referral for long-term suspension).	
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Possession/Distribution of Prescription Drugs:** Possession/distribution of prescription medication prescribed to the student by a doctor, but that has not been reported to appropriate school officials in accordance with the Medicine Policy.

When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a Student Medication Authorization Form. Medicine cannot be given without written permission and instructions from the parent. **Please do not send medicine to school with students.**

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the principal. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal’s consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed per label directions.

<b>POSSESSION/DISTRIBUTION OF PRESCRIPTION DRUGS</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	In-School Suspension for three (3) days	Out-of-School Suspension for five (5) days
2nd Violation	Out of School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)	



Combination of local interventions, supports, and disciplinary response may be appropriate.

**Viewing Obscene Materials:** Accessing or viewing obscene or vulgar materials.

VIEWING OBSCENE MATERIALS	MINIMUM	MAXIMUM
1st Violation	In-School Suspension for three (3) days	Short-term Out of School Suspension for five (5) days
2nd Violation	Short-term Out of School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Theft:** Theft including, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property.

THEFT	MINIMUM	MAXIMUM
1st Violation	In-School Suspension for five (5) days	Short Term Out- of-School Suspension for two (2) days
2nd Violation	Short Term Out-of- School Suspension for three (3) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)
3rd Violation	Short Term Out-of- School Suspension for seven (7) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Verbal Abuse:** Verbally abusing others, including but not limited to, threats, or intimidation, including but not limited to, harassing or taunting in person, on the Internet, or other mode of electronic communications.

VERBAL ABUSE	MINIMUM	MAXIMUM
1st Violation	In-School Suspension for three (3) days	In-School Suspension for five (5) days
2nd Violation	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)	
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)	
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Possession or Vaping Devices/Electronic Cigarettes or Related Products:** Possession, distribution, or use of electronic cigarettes (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products. This includes, but is not limited to, cannabidiol (CBD) extract or hemp products. **Students will be held responsible for possession or use of these products regardless of**  
Board Approved 8/28/2024

lack of knowledge of what is contained in the item. For products containing THC or other mood-altering substances, refer to Level 3 Infractions Drugs.

POSSESSION OR VAPING/ELECTRONIC CIGARETTES OR RELATED PRODUCTS	MINIMUM	MAXIMUM
1st Violation	In-School Suspension for three (3) days.	Short Term Out-of-School Suspension for five (5) days
2nd Violation	Short-Term Out-of-School Suspension for five (5) days	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)
3rd Violation	Disciplinary Hearing (Up to 18 weeks expulsion and referral for long-term suspension.)	
Combination of local interventions, supports, and disciplinary response may be appropriate including completion of preventive educational programming.		

## LEVEL 3 VIOLATIONS

**Excessive Physical Contact:** The use of *excessive physical force* resulting in harmful contact with a student or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent or planned, cause a disruption of the school environment or educational process, group fights of three (3) or more individuals, and/or fights that cause an injury.

EXCESSIVE PHYSICAL CONTACT	MINIMUM	MAXIMUM
1st Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.

3rd Violation	Requires a Disciplinary Hearing - Potential for 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. Twenty-seven weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Sexual Misconduct:** Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any act of indecent exposure, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood; any act of indecent fondling, groping or touching of the student’s own intimate body parts or the intimate body parts of another; any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of North Carolina; any act of viewing or possessing which involves another student; selling, buying or transmitting sexually explicit or sexually exploitative materials, or any materials which depict a minor in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person.

SEXUAL MISCONDUCT	MINIMUM	MAXIMUM
1st Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm:** Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature with the person of another that does not result in physical harm.

ATTEMPTING TO MAKE INAPPROPRIATE PHYSICAL CONTACT/ACTION – SCHOOL PERSONNEL INTENTIONAL CONTACT THAT DOES NOT CAUSE HARM	MINIMUM	MAXIMUM
1st Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.

Combination of local interventions, supports, and disciplinary response may be appropriate.

**Seven or More Level 1 Violations:** Accumulation of seven (7) or more Level 1 violations in one academic school year.

MIDDLE/HIGH		
SEVEN OR MORE LEVEL 1 OFFENSES	MINIMUM	MAXIMUM
1st Violation	Short Term Out-of-School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Alcoholic Beverages:** Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school-related activity.

MIDDLE/HIGH		
ALCOHOLIC BEVERAGES	MINIMUM	MAXIMUM
1st Violation	Requires a Disciplinary Hearing. Expulsion for 9 weeks.	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Prescription Medication:** Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the student in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the student; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the student.

When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a Student Health and Medication Authorization Form. Medicine cannot be given without written permission and instructions from the parent. Please do not send medicine to school with students.

[Table of Contents](#)

All prescription medicine must be kept in the school office unless authorized in writing by a physician and approved by the principal. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions.

<b>PRESCRIPTION MEDICATION</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Requires a Disciplinary Hearing. Expulsion for up to 18 weeks.	Requires a Disciplinary Hearing. Up to 27 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. Up to 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Drugs:** Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any controlled substance or Schedule I, II, III, or IV drug or any chemical that is mood-altering when taken that has not been prescribed to the student taking the substance or the chemical.

<b>DRUGS</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Requires a Disciplinary Hearing. Expulsion for 18 weeks.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 27 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Theft Greater than \$500:** Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than \$500, as estimated by school officials.

<b>THEFT</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Vandalism or damage to property greater than \$500:** Vandalizing school or personal property, with the cost of damages being greater than \$500, as estimated by school officials.

<b>VANDALISM OR DAMAGE TO PROPERTY GREATER THAN \$500</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Requires a Disciplinary Hearing. 9 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Terroristic Threats:** A terroristic threat is any communication that could be perceived as a threat by a school administrator to commit any act of violence or to burn or damage property. Terroristic threats shall also include, but are not limited to, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, or images which have the effect of causing a disruption of the school.

<b>TERRORISTIC THREATS</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Two or More Level 2 Violations:** Accumulation of two (2) or more Level 2 violations in one academic school year.

<b>TWO OR MORE LEVEL 2 VIOLATIONS</b>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1st Violation	Short Term Out-of- School Suspension for ten (10) days	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.

2nd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.
3rd Violation	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.	Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.
Combination of local interventions, supports, and disciplinary response may be appropriate.		

## LEVEL 4 VIOLATIONS

Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can reasonably be considered and/or used as a weapon. A violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of ALA's administration.

It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the school any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution.

- **Dangerous Weapon:** Includes any weapon or object that could reasonably be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.
- **Explosive:** Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A student in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct, with the matter being reported to law enforcement authorities.
- **Firearm:** Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge, or gas cartridge (CO2 and nitrogen oxide cartridges that fuel airsoft weapons).

<b>POSSESSION – FIREARM, DANGEROUS WEAPON, EXPLOSIVE COMPOUND</b>	<i>MINIMUM/MAXIMUM</i>	
1st Violation	Requires a Disciplinary Hearing. Expulsion for one (1) year.	Requires a Disciplinary Hearing. Permanent Expulsion
Combination of local interventions, supports, and disciplinary response may be appropriate.		

**Physical Violence Against Personnel with Physical Harm:** It is prohibited for any student to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees.

<b>PHYSICAL VIOLENCE AGAINST PERSONNEL WITH PHYSICAL HARM</b>	<i>MINIMUM/MAXIMUM</i>	
1st Violation	Requires a Disciplinary Hearing. Expulsion for one (1) year	Requires a Disciplinary Hearing. Permanent Expulsion.
Combination of local interventions, supports, and disciplinary response may be appropriate.		



## Parent's Bill of Rights Compliance Policies

THESE POLICIES WILL BE POSTED AND AVAILABLE ON THE SCHOOL'S WEBSITE.

The School believes that parent and family involvement must be aggressively pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board is committed to developing policies to involve parents in schools and their child's education effectively. N.C.G.S. § 115C-76.20(b)(3).

All parents/families and educators must prioritize family involvement in education; thus, the Board commits to providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement.

Improved student achievement must be the equally shared responsibility and the goal of parents, teachers, the school system, and the community. Thus, the Board commits to seeing that each school has effective volunteer programs to address student needs and commits to utilizing schools to assist students and families in connecting with community resources.

The Board commits that it will impact student achievement significantly by improving the quality and quantity of parent/family involvement. Consequently, the Board will provide guidance, support, cooperation, and the necessary funding to enable parents to become active partners in education.

### A. Parent Rights

A parent has the right to the following:

- (1) To direct the education and care of their child.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
- (5) To make healthcare decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
  - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
    - A crime committed against the child under Chapter 14 of the General Statutes.
    - An abuse and neglect complaint under Chapter 7B of the General Statutes.
  - b. When otherwise prohibited by law.
- (2) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.

Board Approved 8/28/2024

[Table of Contents](#)

- (3) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- (4) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
- a. During or as part of a court proceeding.
  - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
  - c. When the recording will be used solely for any of the following purposes:
    - A safety demonstration, including one related to security and discipline on educational property.
    - An academic or extracurricular activity.
    - Classroom instruction.
    - Photo identification cards.
    - Security or surveillance of buildings, grounds, or school transportation.
- (5) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

**B. Limitations on the right to parent:**

- (1) The requirements of this Article do not authorize a parent to do any of the following:
  - a. Engage in unlawful conduct.
  - b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
- (2) The requirements of this Article do not prohibit the following:
  - a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.
  - b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

**C. Pursuant to N.C.G.S. § 115C-76.25, the School shall display on its website the following parental legal rights regarding their child's education:**

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157. Please consult the Student Handbook for this information.
- (3) The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.
- (4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Student Handbook for this information.
- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Student Handbook for this information as well as the Department of Public Instruction.

- (9) The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
- (10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Student Handbook for this information.
- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Student Handbook for this information.
- (12) The right to review all available records of materials their child has borrowed from a school library. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

#### **D. Parent Guide for Student Achievement Pursuant to 115C-76.30.**

The Parent Guide to Student Achievement is an effort by the State Board of Education (“SBE”). The SBE’s Guide will be posted on the School’s website once it has been provided by the State Board of Education and going forward at the beginning of each school year. The SBE’s Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during Open House, Back to School events, or in any forum designated by the School. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

#### **E. The School’s Guide for Student Achievement Pursuant to 115C-76.30.**

- (1) The School has chosen to comply with these provisions by ensuring the following information is in the Student Handbook available on this School’s website:
- a. Requirements for students to be promoted to the next grade.
  - b. School entry requirements, including required immunizations and the recommended immunization schedule.
  - c. Ways for parents to do the following:
    - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
    - Strengthen their child's citizenship, especially social skills, and respect for others.
    - Strengthen their child's realization of high expectations and setting lifelong learning goals.
    - Enhance communication between the school and the home.
- (2) The School has chosen to comply with 115C-76.30, making the following information available through its website; the Student Handbook found on the School’s website; School and classroom communications (hard copy or via email); communications from the School’s PTO; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
- a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
  - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
  - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
  - d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
  - e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
  - f. Contact information for school and unit offices.

- g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
- A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
  - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

#### **F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.**

The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the Parent's Bill of Rights on the School's website and/or in community and/or school communications. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

- (1) Providing links to parents for community services.
- (2) Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
- (3) Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

#### **G. The School has established policies to do all the following:**

- (1) Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. Please consult the School's website and Student Handbook on the School's website.
- (2) Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the School's website; and the Student Handbook on the School's website.
- (3) Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.
- (4) Establish a means for parents to object to textbooks and supplementary instructional materials. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.
- (5) Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. Please consult the Student Handbook available on the School's website for further information.
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. Please also consult the Student Handbook available on the School's website.

#### **H. Further Compliance**

(1) The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).

(2) Our School is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at Opportunity Scholarship - NCSEAA (<https://www.ncseaa.edu/k12/opportunity/>)

#### **I. Student Health Notifications Pursuant to N.C.G.S. § 115C-76.45**

(1) The School does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.

(2) The School does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.

(3) School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.

(4) Notifications:

a. At the beginning of each school year, the Director of Operations and Culture will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The Dean of Academic Support will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)

b. The School Counselor shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.

c. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115.C-76.60 is set forth in this policy, Entitled Parental Remedies.

#### **J. Timelines for parental requests for information under § 115C-76.40.**

(1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.

(2) A parent of a child enrolled at our School may request in writing from the Principal's Designee any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to [contact@alashoolsnc.org](mailto:contact@alashoolsnc.org). Within 10 business days, the Principal's Designee shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

(3) If the Principal's Designee: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the Managing Director, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

(4) If the Managing Director denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Managing Director, as provided in subsection (2) of

this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the Board shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.

#### **K. Student support services training § 115C-76.50.**

Student support services training developed or provided by the School to the school personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

#### **L. Parental rights to opt-in to protected information surveys § 115C-76.65**

##### (1) Definitions:

- a. Adult student – An enrolled student who is 18 or older or an emancipated minor.
- b. Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:
  - Political affiliations or beliefs of the student or the student's parent.
  - Mental or psychological problems of the student or the student's family.
  - Sex behavior or attitudes.
  - Illegal, antisocial, self-incriminating, or demeaning behavior.
  - Critical appraisals of other individuals with whom respondents have close family relationships.
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
  - Religious practices, affiliations, or beliefs of the student or student's parent.
  - Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

(2) The School shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:

- a. The process for providing consent to participation in the protected information survey.
- b. The full text of the protected information survey.

(3) No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.

(4) The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the School's website.

#### **M. Procedures and Remedies for Parent Concerns**

This provision sets forth procedures and remedies required by § 115C-76.60. A parent has the right to notify the principal about concerns under this policy pursuant to § 115C-76.60. The School's procedures and remedies for parental concerns are as follows:

- (1) The parent shall submit in writing a detailed description of their concern to the School via email at [contact@alaskaschoolsnc.org](mailto:contact@alaskaschoolsnc.org). Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
- (2) Within seven business days of receiving the concern, the Managing Director, shall either:
  - a. Resolve the concern and notify the parent of the resolution, or



- b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
  - c. Notify the parent of why the concern cannot be resolved.
- (3) If the concern is not resolved within 30 days, a parent may do one of the following:
- a. Notify the State Board of Education and request a Parental Concern hearing, or
  - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, §115C-76.50, or § 115C-76.55.
- (4) The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

#### **N. Reporting requirements under § 115C-76.70**

- (1) The School shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:
- a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
  - b. The following information from the prior school year:
    - The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
    - The number of statements provided to parents as required by G.S. 115C-76.60(a).
    - The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
    - The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

#### **O. School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials.**

- (1) Compliance with SB49. In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
- (2) Parent Participation. Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Student Handbook as well as the following: Parent Communication System, including SMS and email; as well as announcements on social media, the School Website and the School's Learning Management System.
- (3) Charter School exemptions. A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the School determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where the School has selected textbooks.



[Table of Contents](#)

(4) Textbook Definition. For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.

(5) Requirements of § 115C-76.55. Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult they feel comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.

(6) Use and Purpose of Textbooks. The School selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.

(7) Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials. The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows: The Department heads for each subject area surveys teachers about their curriculum, textbooks, and other instructional materials. The Department Head brings the needs to the Instructional Leadership Team to discuss and create a plan of resolution. The Managing Director then collaborates on the proposal with the Administrative team. The Managing Director makes final decisions based on budgetary restraints.

(8) Procedures for Learning about the Course of Study. Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in our Student Handbook, at Open House, at Back to School night, through teacher communications via Canvas, the School Website, and Google Drive resources.

(9) Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Open House, Back to School Night, and by making an appointment with their child's teacher to be held during the teacher's plan period between the hours of 7:30 am and 3:30 pm.

(10) Process for Library Check Out and Notification. The school library assistant assists students in checking out a text for two weeks. Students are notified when the material is to be returned by email. Parents are notified if the book is overdue and informed of any fees associated with the checked out material.

#### **P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.**

(1) The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.

(2) In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.

(3) To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is

[Table of Contents](#)

educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the School via email at [contact@alaskaschoolsnc.org](mailto:contact@alaskaschoolsnc.org) or sent via mail or hand delivered to the School's address and designate on the outside of the letter: Textbook and/or Supplementary Material Challenge.

(4) The Managing Director, or their designee, shall review such challenge and respond to the challenge within ten (10) business days.

(5) If the decision does not resolve the matter, the parent may file a written appeal to the Managing Director, if they were not involved in the initial review of the challenge. The Managing Director shall review and respond to the challenge within five (5) business days.

(6) If the Managing Director is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.

(7) The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.

(8) Timelines set forth herein may be extended for good cause.