



*Creating Community-Minded Leaders*

Faith Academy Charter School

1000 School Street

Faith, North Carolina 28041

## **2024-2025 Parent Student Handbook**

(704) 603-8437

[faithacademync.org](http://faithacademync.org)

## Parent Information and Student Code of Conduct 2024-2025

Dear Parents/Guardians:

Thank you for choosing Faith Academy Charter School. We are excited about the new school year and look forward to providing our students with a quality education that prepares them to become successful citizens and community leaders in a rapidly changing world.

We created this handbook to provide you with information you need for a successful school year. The handbook highlights and emphasizes the importance of open communication between school and home so that our students can focus on doing their best. It also includes information to help you and your student(s) better understand district policies and procedures, along with providing useful information such as phone numbers and the school year calendar.

Safety is always a priority, and safety measures are in place to ensure the safety of our campuses.

We also have included the student code of conduct in the handbook. The code of conduct is the framework for keeping our schools safe and outlines clear and specific expectations for student behavior.

Please make sure you and your student(s) review the handbook, and code of conduct and complete the updated information sheet, and parent and student sign.

Patriot Strong,

Alison Moore  
Principal of Faith Academy Charter School



## **OUR MISSION**

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

## **OUR VISION**

Faith Academy Charter students are engaged citizens, aware of, and actively seeking solutions to real-world problems within and beyond their own community borders. While they strive to improve their world, they also learn skills to improve their own self-efficacy, emotional intelligence, and problem-solving skills. Through Faith Academy's use of Project Based Learning and our Life Skills course offerings students will learn the fundamentals to help them succeed as independent, healthy adults who contribute meaningfully to their society.

***\*\*DISCLAIMER: The information & policies in this handbook are subject to change. FACS families & staff will be notified promptly of any modifications or changes. If this document/site is linked or bookmarked, please make sure to refresh the link.\*\****

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## School Essentials

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### Mission

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, Life Skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

### Faith Academy Charter School (FACS) Honor Code

The purpose of the Honor Code at FACS is to build a community of honor, empathy, respect, and trust among administrators, teachers, students, parents, and staff.

As our mission states, we want all of our students and staff to address real-world problems to become successful citizens and community leaders in a rapidly changing world. At FACS, we value self-efficacy, emotional intelligence, empathy, and trust. Therefore, we expect FACS students to serve and help members of our community by demonstrating a positive attitude and by respecting other people and school property on and off campus.

**Honor:** Having high moral standards of behavior; possessing integrity and character.

**Integrity:** Possessing the quality of being honest and fair.

**Lying:** Purposefully being dishonest or misleading to a fellow student, teacher, or administrator.

**Cheating:** Receiving unauthorized help on work; copying another person’s work or answers on assessments. Asking other students to provide information such as questions posed or material covered on tests, quizzes or other assignments already taken or completed by the other student. Plagiarizing is a form of cheating:

**Plagiarism:** Passing off another’s work or ideas as your own or intentionally failing to cite sources for information that is not widely known. Ignorance of proper citation procedures is not an acceptable excuse for failing to cite sources. Plagiarism includes:

1. Excessive parental assistance on homework or projects.
2. Forgery or falsification of documents.
3. Lying, outwardly and/or by omission.
4. Aiding others who are violating the FACS Honor Code.
5. Taking property that does not belong to you without permission.
6. Not abiding by the rules and/or guidelines outlined by the FACS Technology Use Policy.

**Stealing:** Taking another person’s belongings or ideas (plagiarism) without permission or providing proper citations.

**Disrespectful of People or Property:** Being rude, defiant, or unkind to another person; vandalism or misuse of school, student or staff property.

**Inappropriate Use of Technology:** Loading unauthorized programs or viewing non-approved websites.

### Student Honor Pledge:

“As a valued and honorable member of FACS, I promise to uphold the Honor Code of my school to promote honor, empathy, and integrity. I pledge not to lie, cheat, steal, be disrespectful of people or property or use technology inappropriately. “

Each FACS student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, staff, and other employees of FACS are responsible for familiarity with and support of the Honor Code. Any student or staff member may charge a student with a violation of the Honor Code. Charges are presented to the Lead Administrator/Principal or Assistant Principal. Hearings, administrative conferences and other proceedings regarding alleged violations of the Student Code of Conduct (including, but not limited to, allegations of violation of the Honor Code) shall be conducted in accordance with applicable North Carolina law.

## **School Governance**

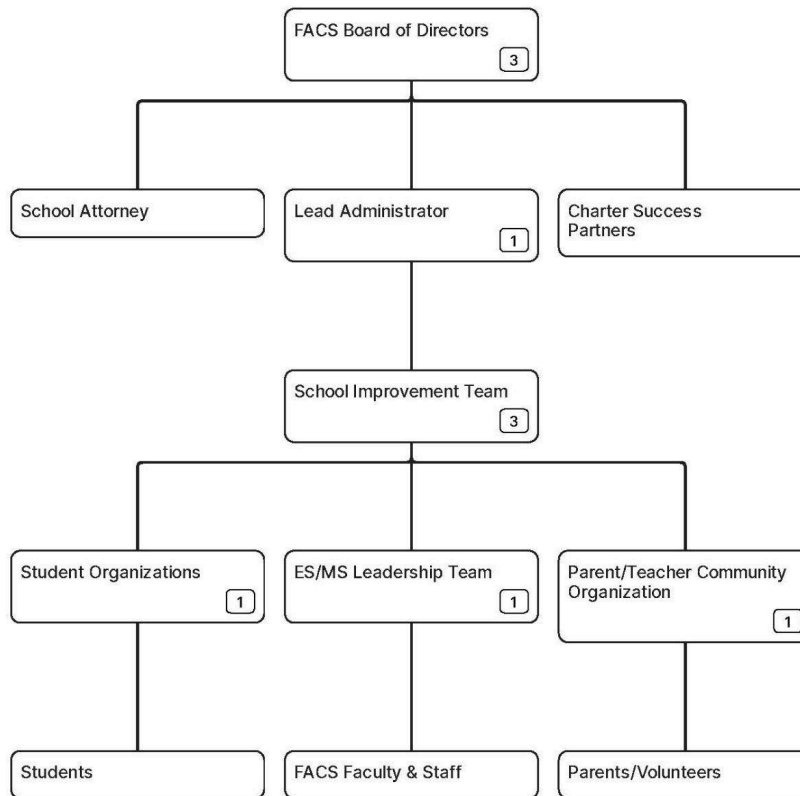
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### **Board of Directors**

FACS is a non-profit organization. As a non-profit, FACS is governed by the Board of Directors. In accordance with the bylaws, the Board of Directors has between five and nine 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 Lead Administrator. Specific meeting dates and times are available on FACS's website ([www.faithacademync.org](http://www.faithacademync.org)). All board meetings are open to the public. Citizens may address the Board during the 30-minute period set aside for this purpose during its regular action meeting. The Board Chairperson will grant one to three minutes to speak per person, depending on the number of citizens wishing to address the Board. Anyone who would like to make a public comment must email the Board Chair or Board Secretary 24 hours before a board meeting to request a spot on the agenda.

### **School Organization Chart**





## Non-Discrimination

### Equal Education Opportunities

FACS provides equal education opportunities for all students and does not discriminate based on age, race, color, gender/gender identity, sexual orientation, religion, physical disability, family status, socioeconomic background, national or ethnic origin, or any other protected class in the administration of its policies and programs. FACS adheres to the legal obligations and requirements under all state and federal laws, including without limitation, Title IX, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

### Compliance with Other Laws

FACS shall comply with all applicable federal and state laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. FACS shall comply with § 115C-218.75 and meet the same health and safety requirements required of a local school administrative unit. FACS shall meet all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of FACS except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations.

## Academics & Curriculum

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### School Calendar

The Lead Administrator shall recommend and the Board shall approve a school calendar by March 15th before the start of each school year and may present a calendar adoption for two consecutive years. The calendar shall include a minimum of 1,025 instructional hours and shall include provision for inclement weather and teacher workdays. FACS will also adhere to GS 115C 84.2 and will close on Veteran's Day or the day in which Veteran's Day is observed each year.

In order to make informed and reasonable decisions regarding the school calendar, the Lead Administrator and Board of Directors may or may not seek the input of the FACS staff members, students and Lead Administrator approved parent organizations.

FACS's calendar is available on the FACS website at [www.faithacademync.org](http://www.faithacademync.org).

**Alison M. Moore**

**Lead Administrator**

**K-8th Grade Principal**

[amoore@faithacademync.org](mailto:amoore@faithacademync.org) <[amoore@faithacademync.org](mailto:amoore@faithacademync.org)>

**Phone: 704-603-8437**

# 2024

## Faith Academy Charter School

# 2025

July '24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Academic Calendar



Adopted by the Board of Directors on January 22, 2024

- Aug 5-9 Teacher Workdays
- Aug 12 First Day for Students
- Aug 12-16 Staggered Kindergarten
- Sep 2 Labor Day Holiday
- Oct 11 & 14 Teacher Workdays
- Nov 11 Veteran's Day Holiday
- Nov 27 Fall Break
- Nov 28-29 Thanksgiving Holiday
- Dec 23-31 Christmas Holiday / Winter Break
- Jan 1 New Year's Holiday
- Jan 2 Winter Break
- Jan 3 Teacher Workday
- Jan 20 Martin Luther King, Jr. Holiday
- Feb 17 President's Day Holiday (Possible Make-up)
- Mar 10-14 Spring Break
- Mar 17 Teacher Workday (Possible Make-up)
- Apr 17 Teacher Workday (Possible Make-up)
- Apr 18 & 21 Good Friday/Easter Monday Holiday
- May 9--22 End-of-Grade Test Window - Grades 3-8
- May 16-22 High School Exams
- May 22 Last Day for Students
- May 23 & 27 Teacher Workdays (Possible Make-up)
- May 26 Memorial Day Holiday

Quarter	Progress Rpt.	Qtr. Ends	Report Card
1st - 43	Sep 11	Oct 11	Oct 16
2nd - 45	Nov 13	Dec 20	Jan 8
3rd - 43	Feb 5	Mar 7	Mar 19
4th - 45	Apr 16	May 22	May 28

LEGEND	
WD	Workday - No School for Students
ER	Early Release for Grade K-8 Students
ER	Early Release for High School Students
SCH	Full School Days for Grade K-8 Students
SCH	Full School Days for High School Students
HOL	Holiday - No School
NO SCH	Fall, Winter, Spring Break - No School
NO SCH	Summer Break, Weekends - No School
Feb 17	President's Day possible student make-up day
Mar 17	Teacher Workday possible student make-up day
Apr 17	Teacher Workdays possible student make-up days
May 23 & 27	Teacher Workday possible student make-up day

January '25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

\* This calendar meets the minimum 1,025 instructional hours required by North Carolina law\*

## Academic Standards

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### Grading at School

#### Academic Honesty

Academic honesty is required by FACS and any form of academic dishonesty is a violation of the school's Honor Code. Academic dishonesty is defined as cheating; working with another person(s) without permission, copying someone else's work, sharing your work with others, unauthorized use of notes or books on examinations, tests or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the teacher; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts or ideas as one's own without proper citation. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action. Students may also be required to complete an alternate assignment so teachers can assess understanding.

#### Report Card Policy

##### 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.

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 (IEP) 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.

##### Report Cards

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 nine 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. 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. There will be two report card conferences scheduled during the year with parents. Conferences are listed on the FACS School Calendar for the first and third quarter.

Kindergarten – Second Grade students will not receive traditional letter grades on their report cards. However, they will receive a Standards Based Report Card. A Standards Based approach allows parents and students to understand the educational program more clearly, as well as strategies to support student success. Standards based evaluations measure how well an individual student is doing in relation to grade level standards and skills. Teachers use the results of the on-going assessments to determine a student's present level of performance in relation to the mastery of grade level content. The report cards will provide meaningful and relevant information, detailing each student's social/emotional and academic development. In a Standards Based Report Card, grades reflect four levels of performance.

- 4- Exceeds grade level expectations with consistency and accuracy. Shows deep understanding.
- 3- Meets grade level expectations with consistency and accuracy. Shows consistent understanding.

2- Making progress/developing. The student is approaching and occasionally meets the standards for the current grade level. Shows inconsistent understanding.

1- Concern - Student has not yet met minimum level standards for the current grade. Having considerable difficulty.

3rd-10th Grade students will receive 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 Below Average

F = 0-59 Failing

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.

### **Student Promotion Policy**

FACS's Lead Administrator 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. In order to be promoted to the next grade level, students in all grades should be proficient in reading and mathematics, which may be demonstrated through North Carolina End-of-Grade (EOGS) tests, school assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely on the basis of a state assessment.

The Lead Administrator 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 Project Based Learning 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

### **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.

### **Student Retention Policy**

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 Lead Administrator's office must provide in writing an official notice of retention to the parent/guardian by the last day of school.

Pursuant to state law, third graders who fail to achieve reading proficiency may not be promoted unless a statutory exception applies. Parents of impacted students will be informed of the law's application. Any parent who wishes to learn more about this law and its application should contact their child's third grade teacher or the Lead Administrator.

### **State Testing & Accountability**

All FACS staff will follow the FACS Testing Security & Materials Policy and Plan. All FACS students in grades 3-8 will take the North Carolina required state tests. These tests include the following:

- 3<sup>rd</sup> Grade - Beginning of Grade test (BOG) for reading
- 3<sup>rd</sup> - 8<sup>th</sup> Grades - End of Grade tests (EOG) for reading and math
- 5<sup>th</sup> & 8<sup>th</sup> Grades Science End of Grade test (EOG) for science

All FACS students in grades 9-12 will take the North Carolina required state tests. These tests include the following:

- End of Course test (EOC) for Math I
- End of Course test (EOC) for Biology
- End of Course test (EOC) for Math III
- End of Course test (EOC) for English II
- Appropriate Career and Technical Education exams (CTE)
- Pre-ACT
- ACT

All students in grades 3-8 will participate in quarterly assessments called "NC Check-Ins" for Reading and Math and for Science in grades 5 and 8 in preparation for taking EOG tests in the spring. Grade 9 students will take NC Check-ins for Math I and Biology. These may be given two or three times during the year, typically at the beginning of the 2nd, 3rd and 4th quarters.

## **Curriculum**

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Faith Academy Charter School will follow the NC Standard Course of Study <http://www.dpi.state.nc.us/curriculum/> for English Language Arts, Mathematics, Science and Social Studies. These standards outline state, national, and international benchmarks for achievement for all students. Teachers at FACS help students realize these achievement goals through research-based and developmentally appropriate methods and best practices in education. Effective classroom instruction in all subject areas at all grade levels includes the use of small group activities, project-based learning, classroom workshops, integrative units, authentic experiences and reflective and formative assessments.

### **Project Based Learning/PBL**

Project Based Learning/PBL at FACS can take many forms. All of our extensive grade level projects in K-5 will be aligned with the NC Essential Science and Social Studies standards and encompass many subject areas, connecting multiple fields of thought, and span most of the marking period. In 6-12 grade, PBL units will be completed in each major subject area.

Other projects might be a “passion” project, a topic that the teacher and students want to investigate further. “Passion” projects are usually a couple of weeks in length. Field experiences (field trips) and guest experts are key components in Project Based Learning (PBL) and are a part of FACS’s project work curriculum. All projects, however, offer rich educational experiences in which children are engaged in meaningful work that matters to them through tasks and inquiries designed to meet educational standards. Meaningful projects have several key components:

- ❖ A need to know that provides an authentic reason for learning
- ❖ A driving question to focus investigations and provide purpose and challenge
- ❖ Student choice among options for learning and presentation
- ❖ 21<sup>st</sup> century skills including collaboration, critical thinking and technology
- ❖ Opportunities for inquiry and innovation
- ❖ Opportunities for achieving best work through feedback, revision, and reflection
- ❖ Public exhibition of work

Through these experiences, students practice and develop the habits of mind and characteristics of life-long learners including persisting, thinking flexibly, striving for accuracy and precision, questioning and posing problems, creating, imagining and innovating, and thinking interdependently.

### **Materials and Resources**

Every effort is made to preserve integrity and provide a broad range of age-appropriate resources throughout the curriculum. All staff endeavor to take a proactive stance in ensuring reasonable precautions are in place for review of materials.

If there is a concern regarding materials or resources, contact the Lead Administrator and appropriate steps will follow.

### **Capturing Kids Hearts, Leadworthy Curriculum and Responsive Classroom**

Starting in the 2024-25 school year, FACS staff and students will participate in classroom and school culture activities aimed at creating a nurturing and supportive school environment. Staff members will spend days together in training to ensure consistency from grade level to grade level, as well as all areas of the school community (Enhancement/Exploratory classes, Cafeteria, Buses and Arrival/Dismissal areas, Field Trips, etc.). This year, the Life Skills class will be provided for both the K-5 level and 6-8 level. Each month, our staff and students will focus on a character trait. Students will interact with each other and with staff members during morning meetings, classroom discussion and Life Skills classes. The focus skills will continue to foster the tenets of our school’s vision and mission.

### **Student Records**

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Faith Academy Charter School personnel will maintain student records in compliance with federal law, state law and Board policy including the Department of Natural and Cultural Resources retention and disposition schedule (G.S. 115C-218.25).

The Lead Administrator shall compile and maintain an official record for each student that shall contain, as a minimum, a birth certificate, attendance data, standardized test results, and grading and promotion data.

The official record shall contain, at a minimum, adequate identification data including date of birth, attendance data, grading and promotion data, and such other factual information as may be deemed appropriate by the FACS board.

Student official records will also contain notice of any suspension of more than 10 days (long-term suspension) or exclusion and the conduct for which the student was suspended or excluded. Each student's official record also shall include notice of any long-term suspension or expulsion imposed pursuant to G.S. 115C-390.7 through G.S. 115C-390.11 and the conduct for which the student was suspended or expelled. The Lead Administrator or the Lead Administrator's designee shall expunge from the record the notice of suspension or expulsion if the following criteria are met:

- the student graduates from high school or is not suspended or excluded during a two year period following the student's return to school after the suspension or exclusion;
- the Lead Administrator determines that maintenance of the record is no longer required to maintain safe and orderly schools; and
- the Lead Administrator determines that the maintenance of the record is no longer needed to adequately serve the student.

The Lead Administrator shall expunge a notice of long-term suspension or exclusion from the student's record if all of the above criteria are met and a request for expungement is made by a parent, legal guardian, custodian, student who is at least 16 years old or student who is emancipated. Additional rights of parents and eligible students concerning a student's special education records are explained in the [Handbook on Parents' Rights and the North Carolina Policies Governing Services for Children with Disabilities](#).

### **Record Retention**

In compliance with GS 115C-402, FACS will permanently maintain the files of each student after the student graduates, or should have graduated, from high school unless the board of directors determines that such files may be filed in the school office or other location designated by the board. The Lead Administrator is authorized to order the storage of official student records at a central location accessible only to school employees. Access to the official student record and any other student record shall be strictly limited in compliance with state and federal law and Board policy.

### **Access to Records**

The natural parents/legal guardians of a child, or an individual acting as parent in the absence of a parent or legal guardian, have the right to review the contents of the child's student record.

Students 18-years of age or older or who are married (emancipated students) have the right to review their own school records. The parent/guardian of an emancipated student may examine the student's records if the child is classified as a dependent of the parent/guardian under federal income tax regulations.

When a child's parents are separated or divorced, the records will be open to both parents unless a current court order specifying otherwise is provided to school officials. A copy of any court order restricting a parent's access to a student's files shall be included with the student's cumulative record and shall be followed by all school personnel.

### **Student Records Request & Withdrawal Procedures**

North Carolina Public Schools, along with FACS, use an electronic student database. Once a student is registered to attend another school, a request is sent to FACS and records are released to the school. Once the school receives a student record request, the student is dropped from FACS enrollment and the position is filled with another student.



FACS will adhere to all federal laws relating to maintaining student files. The following information regarding The Family Educational Rights and Privacy Act (FERPA) comes from the US Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. FACS is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. FACS may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If FACS decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, FACS must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows FACS to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

FACS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If a parent would prefer that FACS not release directory information about his/her student, s/he must inform the Lead Administrator in writing.

FACS employees, contractors and volunteers are exposed to confidential information daily. Information concerning children and their families should be treated as confidential information, including personally identifiable information from students' education records. The FACS staff with access to this information do not have the right to give this information to anyone who does not have a legitimate professional reason for access. Teachers or other staff members can be held liable for the individual release of information. Staff members are not permitted to discuss information about their students in open areas or where parents or other students have access. Anything said in meetings discussing students is considered confidential.

A student's name should not be placed in the subject box of an email. Their names should also be treated as confidential. FERPA gives parents certain rights with respect to their children's education records. These rights

transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

If you have questions regarding FERPA or have received a request for educational records, please contact the Lead Administrator. See FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

### **Right to Know Under the Every Student Succeeds Act**

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

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' assistants or similar paraprofessionals provide services to their child and, if they do, their qualifications
- The School Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- The Title I Parent Involvement Plan (if applicable) and School Parent Involvement Plan
- School Report Card

### **The Protection of Pupil Rights Amendment**

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

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

2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
3. Instructional material used as part of the educational curriculum

FACS will both directly notify parents of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

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

## School Attendance

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At FACS, every day is essential to the learning process; therefore, we encourage every student to be at school every day. Students are responsible for collecting and making up any work that they missed while they were out of school. Parents may arrange to either pick up work in advance of a planned absence or can come by the school after an absence to pick up the child's work with advance notice.

### Compulsory Attendance

§ 115C-378. Children required to attend.

Every parent/guardian or other person of a child between the ages of 7 and 16 years enrolled at Faith Academy Charter School, or a child younger than seven if enrolled in school, shall cause such child to attend school continuously for a period equal to the time which FACS shall be in session. No person shall encourage, entice, or counsel any such child to be unlawfully absent from school. The parent/guardian or custodian of a child shall notify the school of the reason for each known absence of the child. FACS does not accept partial enrollment. Regular attendance is the best way to ensure that students master the curriculum. FACS 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. For record keeping purposes, a child is marked absent when he or she misses half of the school day. In High School courses, attendance is taken on a course by course basis.

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

Absences are considered Excused Absences in accordance with State law and will be excused for the following reasons:

- *Illness or injury.* When the absence results from illness or injury, which prevents the student from being physically able to attend school. The Lead Administrator 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 Lead Administrator 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 Lead Administrator's prior approval of a valid education opportunity, such as travel.

Absences must be documented and lawful in order to be considered excused. Please do your best to inform the school of your child's absence by emailing the Administrative Assistant by 9:00 a.m. A hard copy of the excuse may also be given to the office or child's teacher upon the student's return. At any point in the year that a student's excused absences are for an illness or injury, the Lead Administrator/Principal may require a statement from the student's physician in order to excuse future absences. If you do not notify FACS, when the student returns to class, he or she must bring an explanatory note within three days. If FACS does not receive the explanatory note within three days, the absence will be marked unexcused. Unexcused absences will be handled in the following manner:

**Grades K – 8:**

<b>Number of Unexcused Absences</b>	<b>Follow Up</b>
0-3	Letter sent home after Day 3
4-9	Letter sent home after Day 6; Intervention conference with parent/student and the School Counselor/MTSS Director
10+	Letter sent home after Day 10; Medical Excuse may be required for any further absences; Required conference with Administration including the Lead Administrator and discussion regarding potential action in court for truancy violations as well as involvement of the Department of Social Services

**Grades 9 - 12:**

<b>Number of Absences Within a Course</b>	<b>Follow Up</b>
0-3	Letter sent home after Day 3
4-9	Letter sent home after Day 6; Intervention conference with parent/student and the School Counselor
10	Letter will be sent home after Day 10; Potential loss of credit for course; Student may submit a letter of appeal; Appeal letter will be reviewed by a committee determined by the High School Principal; Possible committee decisions

	include, but are not limited to: Absences waived, Letter grade reduction in the course, Loss of course credit - course must be retaken; Loss of course credit - credit recovery allowed; Loss of course credit - summer school allowed
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**Student Chronic Absenteeism**

Student chronic absenteeism is a risk factor for adverse student outcomes. "Student Chronic Absentee" is a student who is enrolled in a North Carolina public school for at least 10 instructional days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year. Student chronic absenteeism refers to missing an excessive number of instructional days, for any reason— excused, unexcused, disciplinary – that a student is at risk of falling behind.

**Daily Attendance**

To be marked present for the day, a student must be present for 50% of the day. In High School, a student must be present for 50% of a course to be counted present for the course. In order to participate in athletic competitions, a student must be counted present for Daily Attendance (attending at least 50% of the day). In rare situations, the High School principal may waive this requirement, (e.g., extended health care appointment, required appearance at a court proceeding).

**Make-Up Work for Absences**

Students are permitted to, and they are responsible to, complete all work missed during absences. All work must be made up unless the teacher or an administrator determines that extenuating circumstances would support an extension of time. At the elementary and middle levels, the teacher will work with the student and the parent for making up missed assignments, quizzes and tests and completing them within a specified time period (one day for each day of absence). Generally, no assignments will be given out prior to a student’s pre-planned absence (i.e. trips). Students who are absent due to a suspension from school will be provided an opportunity to complete work and take any tests that were missed.

At elementary and middle grades, any student with 20 or more absences in one or more classes during a school year is subject to failure of the grade. At the high school level, the student is responsible for finding out which assignments, quizzes, and tests were missed and completing them within the specified time period.

**Tardy/Late Pick-up Policy**

Students are expected to arrive at school on time. Students are considered tardy if they are not in their classroom by the beginning of the school day (HS- 7:30 a.m., ES/MS- 8:00 a.m.). Tardiness is only excused for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. For the tardy to be excused proper documentation is required. Students tardy due to illness will only be excused with parent communication – verbal (in person or over the phone) or via written note.

For High School, a five minute warning bell, followed by a tardy bell will sound before each course period. Students not in a classroom and ready for instruction by the tardy bell will be counted tardy. High School classes begin at 7:30am. The expectation is that students are in class and ready for instruction no later than the tardy bell at 7:30am. Tardies will accumulate for each class period.

All students must be supervised at all times while on campus. Parents who arrive after the carline has ended at 3:20 (2:50 at High School) infringe on the time of the classroom teacher or FACS 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. Tardies and Late Pick-ups will be tracked by the classroom teacher, the Administrative Assistant, the Counselor/MTSS Director, and the Lead Administrator. The table below outlines the consequences for tardiness or late pick-ups.

### **Early Dismissals from School**

Early dismissals from FACS are considered tardies and are subject to the Attendance and Tardy policies above. Please remember, teachers are still instructing in the classrooms until the end of the school day and early dismissals interrupt instruction. We encourage parents to make appointments for their child outside of school hours; however if you must pick your child up from school early please notify your child's teacher and the front office by emailing the teacher and administrative assistant in advance. Parents/guardians must sign students out in the main office. Parents/guardians are the only people allowed to take a student from school. Prior arrangements with the Lead Administrator, 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 FACS's administration in writing prior to school dismissal. FACS 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, even if the person is listed as the emergency contact.

The latest time a child may be picked up for early dismissal is 30 minutes prior to the regular dismissal time. Please schedule appointments accordingly and be mindful that students may not be dismissed after these times.

### **Minimum Attendance Requirement**

A student will be counted 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 Middle School/High School student will be counted 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 Lead Administrator from imposing disciplinary sanctions for students who miss portions of the school day or a class without excuse.

### **Discipline for Attendance**

Rewards and penalties in the form of grades shall not be used as attendance incentives. FACS can develop attendance incentives that do not involve grades to encourage attendance. FACS'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.

### **Partial Attendance for Extracurricular and Special Event Participation**

Students must be present at school for at least half of the school day in order to participate in any extracurricular activities. The same applies for special events. Students must be considered present the day of the special event or evening student activity to participate in the event.

## School Operations

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### School Hours

**Monday - Thursday: 8:00- 3:00 (7:30-2:30 High School)**

**Monday - Thursday Morning Carline Drop-off/Arrival: 7:30 – 7:55 (7:05-7:25 High School)**

**Monday - Thursday Afternoon Carline Pick-up/Dismissal: 3:00 – 3:20 (2:30-2:50 High School)**

**Friday: 8:00 - 1:00 (7:30-12:30 High School)**

\*There will be a 2 hour Friday Early Release for staff professional development, planning, and vertical alignment every Friday

**Friday Morning Carline Drop-off/Arrival: 7:30 – 7:55 (7:05-7:25 High School)**

**Friday Afternoon Carline Pick-up/Dismissal: 1:00 – 1:20 (12:30-12:50 High School)**

The FACS calendar shall comply with applicable laws concerning educational instruction time. FACS shall follow the minimum of 1,025 hours of instruction guideline set forth by 2012 Senate Bill 187 (Session Law 2012-145), applies beginning with the 2013-2014 school year, rewrites a portion of the calendar law (General Statute 115C-84.2). Legislation: Session Law 2012-145, Senate Bill 187, Section 7A.11 regarding that charter schools must meet the requirements of 185 days or 1,025 hours of instruction.

FACS will operate on Monday - Thursday: 8:00 - 3:00 (7:30 - 2:30 High School) and Friday: 8:00 - 1:00 (7:30 - 12:30 High School). There will be a 2 hour Friday Early Release for staff professional development, planning, and vertical alignment every Friday. The FACS Board believes in life-long learning, not only for students, but also for the FACS staff. The Friday Early Release Days are critical for ongoing professional development and planning for all staff to effectively implement the FACS curriculum. On the Friday Early Release Days, students go home.

### Arrival and Dismissal

Please refer to the maps and procedures on our website which will be updated as needed each year before the first day of school. FACS has conferred with local law enforcement for traffic assistance and guidance for safe arrival and dismissal.

### Carline Etiquette and Reminders

- At the beginning of the year, we will have students and staff who are new to FACS and they may not understand all of the traffic logistics. Be prepared that there will be “kinks” and “tweaks” we will need to make during the first couple of weeks to ensure safety and efficiency.
- Be prepared that the first couple of weeks in the carline will take longer as everyone learns the procedures and patterns.
- As we all learn the FACS’ carline procedures and patterns together, we do not want our first experiences and interactions at FACS to be unpleasant. So, please be kind!
- We ask that after the first week of school that all students are being dropped off and picked up through the carline to ensure safety and efficiency.
- All students need to be ready to exit the car in the morning carline with backpacks already on their shoulders and lunch boxes, etc. in their hands. Students should exit the car on the curbside.

- As you are pulling into your unloading zone in the AM, teach your child to unbuckle quickly so they are ready to get out of the car once it stops.
- Parents are not to get out of their car to unload and load their child.
- The student's car seat needs to be behind the passenger seat so that the child can unload quickly and doesn't have to climb over other passengers in the car.
- Do not block the crosswalks or the entrances in the AM and PM carline. We need to keep the crosswalks open so students and staff can cross safely and the entrances and exits are open so cars or emergency vehicles can enter and exit.
- **DO NOT** use your cell phones during the carline.
- Please be kind to all staff, parents, students, and volunteers in the carline. Everyone is working very hard to ensure that the carline is as quick and safe as it can be!
- Do not cut in front of someone to avoid having to wait in the carline. This type of behavior is inconsiderate and often makes the driver that has been following the rules and waiting their turn very angry.
- Please be understanding and respectful to our carline staff if they notice that you or another driver is breaking one of the carline rules. We are doing this to ensure that our students and drivers are safe. Our goals are to make the carline safe, quick, and efficient!

### **Third Party Rides**

Consistent with FACS's policies, parents and guardians must provide FACS 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. FACS does not condone students leaving campus in third-party car services and; specifically, ridesharing services, such as Uber and Lyft, whose own policies explicitly prohibit minors from using them. FACS 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.

### **Dress Code**

The purpose of the Faith Academy Charter School dress attire policy is twofold. As an aspect of a student's personal education, it helps develop positive self-image and promotes a sense of personal responsibility. As an organizational benefit, this policy keeps our focus on the academic process, minimizes disciplinary disruption and assures the safety of our students. In this context, student dress should demonstrate modesty, be appropriate to an academic setting, and contribute to a sense of school pride.

Student dress should demonstrate modesty, be appropriate to an academic setting, and contribute to a sense of school pride. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited.

Examples of prohibited dress or appearance include, but are not limited to:

- exposed undergarments or cleavage
- excessively short or tight garments
- bare midriff shirts
- strapless shirts or spaghetti straps, tank tops
- attire with messages or illustrations that are lewd, indecent or vulgar, or that advertise any product or service not permitted by law to minors
- see-through clothing
- any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon



are reasonably likely to create a substantial and material disruption to the educational process or to the operation of the school, including but not limited to items that are reasonably expected to intimidate other students on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religious affiliation or other protected category.

- any adornment that would be distracting to the student or other students, such as headbands, tails, hanging items (chains, keyrings, etc.)

The school administrators shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations to these rules for religious, cultural, or medical reasons.

If a student's dress or appearance violates the dress code, it will result in a class 1 infraction (see student discipline policy) and students may be required to change. Dress up days are encouraged for project celebrations, athletic events, and other occasions as noted on the calendar and directed by school administrators, school leaders, or coaches.

### **Field Trips (Extended learning experiences)**

Field Trips (Extended learning experiences) are an important part of enhancing a student's learning experience. FACS provides extended learning experiences opportunities that provide academic value or community building time for our students. Teachers plan extended learning experiences to reinforce or extend the curriculum, provide an engaging way to learn new material, and enhance Project-Based Learning (PBL). These must include all students and are never planned as rewards or incentives. They are an extension of the instructional day and are an essential part of our PBL, empathy/service, and Life Skills curriculum. Field trips are instructional days and an extension of the classroom learning experience, therefore, student attendance is expected on the trip. If a reason exists for a student to remain at school, in lieu of attending the trip, the student is expected to attend school for the instructional day and an alternate setting will be provided for the student.

No FACS student will be permitted to leave an extended learning experience early except in the case of an emergency or unless requested by a member of the FACS staff for disciplinary reasons. All students must remain with the group for the duration of the extended learning experience.

Chaperones may be invited to attend a Field Trip when space permits at the location of the educational experience. Family members will receive information about each trip and the procedure for obtaining chaperones (if applicable).

### **Personal Items**

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

### **Destruction of School Property**

A student shall not intentionally cause or attempt to cause substantial damage, as determined by school officials, to school property or steal or attempt to steal school property either on school grounds or during a school activity, function or event off of school grounds. Damage or theft involving school property will result in disciplinary action up to and including expulsion from the school. The parents or guardians will be asked to pay for the property that the student has damaged or destroyed. Students who have outstanding fines may be prohibited from all non-required activities (i.e., athletics, dances, parking, field trips, etc.)

## **Student Deliveries**

To protect the integrity of the classroom environment, we do not accept the delivery of flowers or gifts for students in the main office. In addition, every effort should be made to refrain from dropping off forgotten items. We believe in encouraging student responsibility and would encourage parents not to come back to the school with forgotten items unless absolutely necessary. An alternate lunch will be provided for students that may not have remembered their lunch box. Children learn responsibility and autonomy from mistakes and natural consequences, especially when in a supportive environment. Teachers and staff will ensure that your student has any materials that are necessary for learning, if something is left at home.

## **Inclement Weather & School Closing Procedures**

When severe weather is predicted, FACS will monitor weather conditions closely. FACS will notify families and staff through:

- An announcement posted on <https://www.faithacademync.org/>
- FACS Mass communication email/text/call system (Infinite Campus Messaging)
- TV Channel 3 (WBTV), TV Channel 9 (WSOC) and TV channel (WCNC)

Safety of students and staff is a top priority of FACS. The decision to delay or close school during inclement weather is a difficult one and always made on the side of caution. It is important to note that FACS serves students from Rowan County and surrounding counties. The Lead Administrator will make all decisions regarding school delays or closures due to inclement weather. School cancellations or a delayed opening will be communicated through SWIFT to parents and posted on the school Facebook page. Staff will be notified by email. The Lead Administrator will consult with the Board for all other school closings.

Because FACS has built in additional instructional school hours over the state minimum requirement of the 1025 instructional hours, FACS may not have to make up for some of the inclement weather days. The Lead Administrator will inform the parents, students, and staff if the school is required to make up a missed school day. Snow make-up days are marked on the school calendar, in case of the need to make up the hours missed due to inclement weather.

Additionally, the Lead Administrator has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delays.

## **Storms and Tornadoes**

- Storm safe areas will be designated for each class and office suite.
- In the event that the National Weather Service issues an imminent threat of severe storms or tornadoes, the Lead Administrator will alert all classes and personnel to proceed to storm-safe areas.
- FACS 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.

## **Posting or Publishing Student Pictures and Information**

Parents, employees and volunteers shall not post any pictures of students on Facebook, Twitter, Instagram or any other form of social media or on the internet unless the Lead Administrator or Principal has approved such posting. This applies to all FACS functions, whether or not conducted on school property, including field trips. Nothing in this policy shall prohibit a parent from taking and posting pictures of their own child, provided no other students are featured in such pictures. FACS reserves the right to post pictures and images of current and former students on its website, official Facebook page or for any other school purpose. Parents who do not wish to allow FACS to use their child's picture or image must fill out the Publicity Consent Form and turn it into the front office.

### **Gender Equity Policy (Title IX)**

FACS certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. FACS, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates. Complaints or grievances regarding discrimination and harassment based on gender should be delivered in writing to the Lead Administrator (unless the complaint or grievance involves the Lead Administrator, in which case it should be delivered to the Chair of the Board of Directors) and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the principal with the assistance of FACS's legal counsel as necessary and appropriate. FACS's comprehensive policy on Title IX complaints is set forth in the Student Discrimination, Harassment and Bullying Policy below.

### **Free and Reduced Price Lunches**

During school registration, families respond to questions in Schoolmint regarding household income. This information is used to determine students that qualify for Free or Reduced lunch prices. If families experience a change during the school year, a parent/guardian should contact the Lead Administrator to share the change. If a family has foster children living with the family and wishes to apply for meals, the family should contact the Lead Administrator or designee.

The meals coordinator shall review all applications for free or reduced-price meals and determine eligibility.

### **Emergency Data**

Every family must complete an Emergency Information form. Please communicate any changes to the information throughout the year by emailing the front desk administrator with changes.

The Emergency Information form includes the following information:

- Home address
- Home phone number
- Alternate phone numbers (work, cell)
- Names and phone numbers of people we are authorized to contact in case of an emergency
- Names and phone numbers of people who are authorized to pick the student(s) up from school

### **Instructional Time**

Every minute of instructional time is valuable at FACS, so we do not allow class time to be interrupted. If you need to speak to your child's teacher, you must make an appointment ahead of time. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit. Our instructional day is from 7:30-2:30 (HS) and 8:00-3:00 (ES/MS) for Monday-Thursday and 7:30-12:30 (HS) and 8:00-1:00 (ES/MS) on Friday. Families should make every effort to guard the instructional day by arriving prior to the start of the day and setting appointments outside of the instructional day whenever possible.

### **Fundraising**

In order to foster an environment that is focused on learning and student growth, FACS will only allow fundraisers that are directly related to school improvement, school community development or learning enhancement. Fundraisers will be conducted by specified groups (Capital Campaign Activities, Parent-Teacher Organization, Athletic Boosters, Jr. Civitans, or specific grade levels)

*Approval:* All fundraisers must be approved by the school administration prior to implementation.

*Frequency:* There may be no more than four school-wide fundraisers conducted each semester of the school year.

*Purposes of Fundraising:* The following are acceptable fundraising purposes:

- Fundraisers where proceeds go directly towards enhancing FACS facilities or other budget needs.
- Fundraisers where proceeds reduce field trip costs or other student costs as they pertain to school-related opportunities.

*Restrictions:*

- Fundraisers for charities or causes will only be conducted if there is a direct tie to a school service project in which FACS students are involved.
- In the instance of approved school fundraisers, students and staff may not be required to participate in selling any type of product.

### **Donors Choose and Internet/Social Media/Crowdsourcing Policy**

All fundraising, grants and monies intended to be raised for School, or any classroom, activity, athletics or club or project, through organizations such as Donors Choose or any like organizations or other internet/social media/crowdsourcing must be pre-approved by FACS. Please contact the Lead Administrator for such approval. Only the Lead Administrator or his/her designee has the authority to approve such requests. If the project is for technology or equipment, the technology/equipment will remain with FACS if and when the teacher leaves.

### **Volunteers**

The staff at FACS welcomes volunteers! Parent volunteers are very important to the success of our school. All volunteers must adhere to the volunteer requirements outlined below as per our Volunteer Policy. Volunteers must sign in at the front office and a volunteer visitor badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook.

A volunteer is anyone who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis at FACS or FACS activities. FACS strongly encourages parent, grandparent, guardian, and community involvement in our school. The following policy assists our volunteers in being effective, satisfied, and successful school volunteers while maintaining the integrity of FACS and the health and safety of our students and teachers. Volunteers in large group functions may not be subject to all of the same requirements to serve.

1. All volunteers at FACS are required to:
  - Have a Sex Offender Registry Check on file dated within the last two calendar years.
  - Have a background check performed through FACS's third party vendor on file dated within the last two calendar years.
  - Comply with this policy.
2. The Lead Administrator or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at the school. All administrative staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at FACS.
3. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.
4. The Lead Administrator or his/her designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at FACS. The Lead Administrator will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Lead Administrator shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The Lead Administrator shall document the decision.

5. All volunteers must report directly to the school office when they arrive and should sign in. The school office will provide an official badge identifying the volunteer that must be worn at all times.
6. All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by the Administrator or his/her designee.
7. Volunteers work in partnership with, under the supervision of, and at the request of FACS administration and staff. Volunteers are expected to abide by all Board policies, procedures, and FACS rules when performing their assigned responsibilities. The Lead Administrator or his/her designee shall make volunteers aware of all applicable policies, procedures, and rules at the Volunteer Orientation before they begin their first volunteer assignment.
8. Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. Volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency situation, it must immediately be communicated to someone in authority at the school.
9. Volunteers shall not use information learned or acquired in the course of volunteering for any reason other than in furtherance of their volunteer efforts at the school. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than for the purpose of serving as class parent.
10. Volunteers are to serve as positive role models. FACS volunteers must always:
  - Use appropriate language
  - Dress appropriately
  - Discuss age-appropriate topics
  - Refrain from inappropriately touching students
11. Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.
12. Volunteers are prohibited from administering medications of any kind to students.
13. Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of FACS personnel.
  - a. Volunteers are expected to be prompt and dependable. Volunteers should notify the school office if an illness or emergency prohibits them from attending a volunteer assignment.
  - b. Volunteers may not take students off school property without the written permission of parents and school personnel.
  - c. Volunteers must leave children not enrolled at FACS at home when volunteering.

FACS does not tolerate any kind of racial, ethnic, disability, or gender discrimination or sexual harassment by volunteers of the school and it is expected that all volunteers will comply with FACS's policies related to such matters.

### **Visitors Policy**

All visitors at FACS must sign in at the front office. All visitors are required to wear a visitor badge while on campus. Once a visitor has checked in, they will then be escorted to their destination. All visitors must abide by the policies set forth in the FACS Parent-Student handbook at all times.

### **Smoking and Tobacco Use on Campus**

FACS is a smoke and tobacco free campus. In keeping with FACS's intent to provide a safe and healthy work environment, smoking and other tobacco use is prohibited on FACS property at all times. This policy applies equally to all employees, parents, students, volunteers, contractors and visitors. This policy also includes the use of e-cigarettes and vape pens.

### **Weapons**

Weapons of any kind are expressly prohibited on school grounds or during school events. Weapons are defined to include any firearm, knife, destructive device, and/or any item (regardless of its nature) used to threaten or cause

actual harm. FACS's comprehensive Weapons Policy can be found in the FACS Operations and Board Policy Manual available on FACS's website.

### **Drug and Alcohol Use**

FACS is dedicated to maintaining a safe educational environment. Thus, FACS has implemented a drug and alcohol free work environment policy, which prohibits anyone from being under the influence of alcohol or illegal/misused drugs on school grounds or attending a school related event. Alcoholic beverages are never to be possessed or consumed on school grounds, at school events, or during field trips. Alcoholic beverages are never to be possessed or consumed in vehicles of transportation owned or operated on behalf of FACS, or by their drivers while they are responsible for the operation of such vehicles. The use, sale, transfer or possession of alcohol, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on school property, at FACS events or on field trips is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood altering substances while on FACS property, at an FACS event, on field trips or in circumstances the school believes will adversely affect FACS's operation or safety.

### **Threats and Violence**

Our policy is to strive to maintain a school environment that is free from intimidation, threats or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which, in FACS's opinion, is inappropriate to FACS. In addition, jokes or offensive comments regarding violent events will not be tolerated and may result in disciplinary measures.

### **School Safety**

FACS shall comply with § 115C-218.75 and meet the same health and safety requirements required of a local school administrative unit. FACS shall meet all applicable health and safety laws and regulations, whether federal, state or local. FACS has a Safety/Emergency/Crisis-Management Plan and will have a Crisis Management/Safety Team as well as a School Resource Officer that will create and manage the following procedures by outlining the actions and responsibilities of staff and administration in addressing the following issues:

- Evacuation Fire
- Evacuation Non-Fire
- Hazardous Materials
- Lockdown
- Serious Medical Emergency
- Severe Weather (tornado; hurricane; etc.)
- Public Health Emergency (COVID-19/Coronavirus)
- Student in Crisis

The Lead Administrator oversees the Crisis Management/Safety Team and it is the responsibility of the Lead Administrator to ensure that the procedures are current and applicable and that all applicable parties are aware of the procedures. The Lead Administrator is also responsible for ensuring drills occur on a regular basis.

These procedures will be reviewed annually by the Crisis Management Team and any changes or revisions will be made by the Lead Administrator. The Lead Administrator is responsible for communicating these procedures to the Board of Directors.

### **Pesticide Notification**

FACS aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. To the greatest extent practicable, FACS will notify parents in advance of pesticide

applications. A parent can also request to be notified 72 hours before the application is to take place. Please contact the FACS office if you wish to be notified or wish to review FACS's pest management program or records.

### **Hazardous Chemicals**

FACS will take all necessary steps to protect its students and staff from hazardous chemicals or other potentially dangerous materials, and it will comply fully with all required inspections, laws, ordinances, and regulations regarding hazardous chemicals.

### **Fire and Safety Regulations**

FACS will submit to all fire and safety inspections by state, county, and municipal authorities as required by law. FACS will also obtain all necessary certificates and licenses prior to opening for each school year.

### **Video Monitoring**

FACS recognizes that the use of video monitoring/surveillance systems may be warranted to maintain campus security, to increase student and employee safety and to assist with the enforcement of the school's policies and rules concerning student and employee conduct, safety and security.

School buildings and grounds may be equipped with video monitoring devices, but such devices shall not be placed where there are reasonable expectations of personal privacy such as in locker rooms, changing rooms, nursing and health room areas or bathrooms.

#### **Use of Video Recordings**

- Video recordings will only be utilized for official FACS business.
- A video recording of actions by students may be used by administrators or the Board as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.
- The video surveillance recordings may not be used in connection with instructional observations of professional staff. This policy does not prohibit the administration from establishing other methods of videotaping lessons for the purpose of instructional observation.
- Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules.
- Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.
- Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

### **Family & School Communication**

Teachers are expected to communicate with parents on a regular basis. Teachers are expected to meet with parents at parent-teacher conferences. There will be one in the first quarter and one in the third quarter. At the parent conferences, teachers should review the academic progress of the student. Students will be included in each parent conference as appropriate. FACS believes it is important for the student to take personal responsibility for his or her own education, when developmentally appropriate. Students should be encouraged to tell their parents about their own educational progress. At the conferences, teachers should take the time to explain all academic data to the parents and answer any questions the parents might have about their child. We expect that all staff will respond to parent emails or phone calls within two school days. Any electronic communication to groups of parents shall be done using the blind-copy function so as to protect the email addresses of parents. All email communications sent to parents or other staff must be done from their school email address.

FACS encourages the involvement of parents in their child's education. If a parent/guardian has a concern regarding their child, they are asked to first contact the child's teacher. As a parent/guardian, they may request a conference with the teacher at any time. Arrangements should be made directly with the child's teacher. If they feel that the

concern has not been handled by the appropriate teacher then the parent may contact the child's Principal/Lead Administrator.

### **Resolution of Student Issues in the School:**

If a parent/guardian wishes to meet to resolve a classroom/student issue, FACS encourages the parent/guardian to contact the following in this order:

1. Student's Classroom Teacher
2. School Counselor (for social/emotional issues)
3. Principal/Lead Administrator

### **Child Find:**

FACS has established procedures that ensure that all children regardless of their circumstances and severity of their disability who are in need of special education and related services, are identified, located, and evaluated. FACS 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 4-6 weeks, these interventions will be assessed.
3. If the team determines that the interventions put in place were successful, then the intervention plan will continue and the student's success will continue to be monitored.
4. If the initial interventions are not successful under the intervention plan, the team will move to more intensive research-based interventions under the Multi-Tiered System of Support (MTSS). 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. FACS 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 and academic/intervention progress data, 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 he/she may or may not be referred for 504 services.
7. 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 Faith Academy Charter School. This request must be made in writing and should be addressed to FACS's administration.

Within ten (10) days of receipt of written notification of a request for evaluation, FACS shall issue a written response to the child's parent. The response shall include either an explanation of reasons FACS will not pursue the concerns or a date for a meeting in which FACS 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.

[Policies Governing Services for Children with Disabilities](#)



## FACS Campus Expectations Policy

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At FACS, we want to have a supportive and friendly parent body. We believe that educating children is a process that involves partnership between parents, teachers, staff, and the FACS community. We understand and value the importance of sustaining a good working relationship between our parents and our educators to equip children with the necessary skills for adulthood. We greatly appreciate the commitment that our parents have made in choosing to entrust the education of their children to FACS, and thank them for their support of our unique programming through which we engage our students daily. As we welcome and encourage parents/guardians to participate fully in the life of our school, and so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding, the purpose of this policy is to provide a reminder to all parents, guardians and visitors to our school about their expected conduct. Parents, guardians and visitors are expected to:

- Respect the caring and empathetic spirit of FACS.
- Understand that teachers, staff, and parents need to work together for the benefit of their children.
- Demonstrate that all members of the FACS community should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with FACS staff, administration, and board members that cultivate open dialogue while seeking peaceful solutions to issues.
- Communicate with the FACS staff with an open mind to help resolve any issues of concern.

**In order to support a peaceful and safe School environment, FACS cannot tolerate parents, guardians and visitors exhibiting the following:**

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot, office area or any other area of the School grounds (including social media postings or discussions with community members regarding FACS or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to School staff, board member, visitor, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offense.
- Damaging or destroying School property.
- Abusive or threatening emails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding FACS or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about FACS must be made through the appropriate channels by speaking to the class teacher, or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on School premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs whilst on the FACS property.

### Media (Utilizing the FACS name or brand)

All media utilizing the FACS name or brand (e.g. logo, mascot, etc.) must have approval by the FACS Lead Administrator and/or the FACS Board of Directors and shall be linked to FACS's official websites.

### Misuse of the Brand (Defined):

The Board of Directors encourages parents and students to voice their concerns. It is important that any concerns you may have are made through appropriate channels as set forth in the student/parent handbook which includes speaking to the class teacher, Lead Administrator, or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. We consider the use of social media websites used to fuel campaigns and complaints against FACS Board, staff, students, and in some cases other parents not in the best interests of the children or the whole School community.

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibility under state or federal law, including but not limited to free speech rights. Furthermore, nothing in this policy is intended or should be construed to discourage or interfere with any individual's right or decision to participate in a proceeding with any appropriate federal, state or local government agency, or to prohibit any individual from cooperating with any such agency in its investigation.

### Grievance Policy For Parents/Students

This policy is in place to respond to parent/student grievances. It is expected that any parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their student's Teacher. If the student/parent is not satisfied with the teacher's response, they should then set a meeting with the grade-level Principal. At that meeting, the teacher, student, grade-level Principal and parent must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then meet with the Lead Administrator. Similarly, if a parent/student disagrees or has an issue with a policy or procedure at the School, the parent/student should set a meeting with the Lead Administrator. If the parent/student feels that their issue is still a concern after meeting with the Lead Administrator and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many issues that a parent/student has with the classroom, teacher or School will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or grade-level Principal.

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not grievance and this policy does not apply to such complaints.
2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the Lead Administrator. The fifteen-day deadline may be extended at the discretion of the Lead Administrator.
3. **The grievance process is as follows:**

**Step 1:** If the parties are not satisfied with the decision of the Lead Administrator and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The parent/student should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Lead Administrator of the School and to the Chair of the Board of Directors. If the Lead Administrator is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

**Step 2:** The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the Lead Administrator and the parent/student who filed the grievance within five school days, The Board's decision concerning the grievance is final.

### **Technology Use at School**

While at FACS, students will have access to a variety of technology. It is the expectation of the school that all school owned tablets and laptops remain at the school. All students and all parents/ guardians must sign and adhere to the Technology Acceptable Use Policy.

### **Electronic Devices**

Cell phones and all other electronic devices must remain turned off and in backpacks throughout the school day unless authorized by a staff member. This includes cell phones, PDAs, iPods, MP3 players, video equipment, cameras, and gaming devices. Smart watches/personal devices may not be used for gaming or academic assistance during class. Any electronic device used during the day will be confiscated and returned to a parent/guardian at the end of the school day. Second-time offenders will receive further consequences and will lose future electronic device privileges. Please reference our discipline policy for additional information regarding disciplinary action as it relates to the use of personal electronic devices. FACS will not be responsible for lost, stolen, or broken items.

The possession of such electronic devices at FACS or during school events constitutes consent to the search (either in the presence of the students possessing the device(s) or outside that students' presence) and confiscation of the device(s) by school personnel. Confiscated devices may be returned to the parent/guardian at the end of the school day. Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the Lead Administrator. The Lead Administrator's determination is final.

### **Phone and Cell Phone Usage**

Students are not permitted to make phone calls except in cases of emergency or by teacher request. Students who need to use the telephone must have approval from their teacher. It is requested that all travel and after-school plans be made ahead of time in order to keep the school telephones available.

Students bringing cell phones to FACS must keep them in their backpack turned off throughout the school day unless directed by a Staff member. Please do not call or text your child's cell phone as it is against FACS policy for students to use them during school hours.

Students who disregard the cell phone policy during the school day are subject to the phone being held in the office for a parent to retrieve at the end of the school day. If there is a 2nd offense, the phone can be picked up in the office by a parent and the student and the parent will need to meet with an Administrator. Additional consequences for violations of this policy may be administered at the discretion of the Lead Administrator.

Cell phones are not the responsibility of the faculty and staff at FACS.

### **Technology Use Policy**

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

1. **Privacy:** FACS reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around FACS property.
2. **Cyber Bullying:** FACS prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant messages, personal Websites, online social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube, etc.), video-posting sites, and online personal polling Websites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises. Cyber bullying will be handled in accordance with the Student Discrimination, Harassment and Bullying Policy.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Hacking is expressly prohibited. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by FACS to ensure the safety and integrity of data, the school makes no warranties of any kind, either expressed or implied, for the service it provides. FACS will not be responsible for any damage to data.
7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.
9. **Passwords:** Students are reminded not to share their password with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students or faculty and staff members.
10. **Email:** Email correspondence on the FACS system, the laptop, or making use of the student's assigned email account is the property of FACS. Documents and other files created by the students and located on the laptops or the FACS computer system are also property of FACS.
11. **Bring Your Own Device (BYOD):** High School students will be allowed to bring their own device to use at school. Since school provided devices cannot be taken home, some students may find it more conducive to learning to use a personal device that can be used at school and home. All school technology policies apply

to personal devices while in use at school. Information concerning minimum requirements for devices under BYOD will be posted on the school website.

The following consequences will apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

1. Revocation or limitation of computer access privileges
2. Temporary or permanent confiscation of the student computer
3. Disciplinary action as provided for in the student handbook
4. Any other sanctions or remedies provided by law

### **Third Party Applications and Sharing of Student Data**

FACS will utilize a number of 3rd-party applications to facilitate school operations, classroom management, and student learning. Use of these applications typically requires sharing of student data with the operating company. All data sharing complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), and use is reasonably monitored for compliance with the Technology Acceptable Use, Internet Acceptable Use, and Social Media policies. The North Carolina General Assembly has mandated that NC public schools aggressively adopt and improve digital learning methods and strategies, and digital learning has become an integral part of the classroom in public schools across the country. FACS feels the educational benefit provided by these applications and the internet in general outweighs all possible disadvantages. As such, we do not seek explicit guardian consent to the use of technology and the sharing of student data. By enrolling a student at FACS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of technology, including the internet and 3rd-party applications.

FACS utilizes Google's G Suite for Education extensively for both staff and students. FACS provides students with access to applications in both the Core Services and Additional Services categories. By enrolling a student at FACS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of these applications.

### **Internet Acceptable Use Policy**

FACS provides internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. For students and staff, violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of access to the FACS network. This policy applies to all Internet access on FACS property, including Internet access using mobile devices, and including access by staff, students, and visitors to the FACS campus.

Students' internet usage is permitted only in the presence and supervision of a teacher or other designated adult.

Although FACS uses resources to protect against exposure to inappropriate material, there is always a risk of students accessing such materials. Although it may still be possible to access inappropriate material, FACS 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. FACS cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school.

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

Students are prohibited from using or accessing internet sites containing pornographic, violent or other unacceptable content either at school or at home using school-owned computers/technology/electronic devices. Accessing, producing, posting, displaying or sending offensive messages, music or images, including images of exposed body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude or sexually suggestive language or images.

### **Safety and Ethical Use**

Any internet user must take reasonable precautions to protect him or herself online. Students, staff, and visitors should use the following guidelines:

#### **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, 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 FACS 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 FACS resources, or using FACS resources to gain or attempt to gain unauthorized access to outside systems is unethical, unlawful, and forbidden. 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 FACS resources for any unlawful purpose, including, but not limited to, copyright infringement, is unethical and forbidden.

#### **Academic integrity**

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

#### **Harassment and Cyberbullying**

Cyberbullying may involve any of these behaviors:

1. Accessing, producing, posting, sending, or displaying material that is offensive in nature on the Internet
2. Harassing, insulting, or attacking others on the Internet
3. Posting personal or private information about other individuals on the Internet
4. Posting information on the internet that could disrupt the school environment, cause damage, or endanger students or staff.
5. Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.

The lead administrator/principals will determine whether or not specific incidents of cyberbullying have impacted the School's climate or the welfare of its students and appropriate consequences will be issued. FACS is not responsible for electronic communication that originates off-campus but retains the right to impose discipline, where appropriate,

for off-campus communication or conduct that substantially disrupts the educational environment at FACS. Cyber bullying will be handled in accordance with the Student Discrimination, Harassment and Bullying Policy.

## Social Media Policy

At FACS we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

**This policy applies to all persons who work or volunteer for FACS. In addition, FACS expects students, parents and other members of the FACS community to follow the posting guidelines set forth herein.**

### Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity Website, Web bulletin board or a chat room, whether or not associated or affiliated with FACS, as well as any other form of electronic communication.

The same principles and guidelines found in FACS policies and these basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job or educational performance, the performance of others or otherwise adversely affects students, parents, suppliers, volunteers, people who work on behalf of School or School's legitimate business/education interests may result in disciplinary action up to and including termination.

### Be respectful

Always be fair and courteous to fellow teachers or staff, volunteers, students, parents, suppliers or people who work on behalf of FACS. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students, parents, volunteers, staff, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or School policy.

### Be honest and accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about FACS board members, fellow workers, students, parents, volunteers, suppliers, and people working on behalf of Faith Academy.

### **Post only appropriate and respectful content**

- Maintain the confidentiality of School private or confidential information. Such information may include information regarding the development of systems, processes, know-how and technology. Do not post internal reports, policies, procedures or other internal business/School-related confidential communications. Do not post information about individual students or families and be sure to maintain confidentiality, as is protected and required under state or federal law.
- Do not create a link from your blog, website or other social networking site to a School website without identifying yourself as an employee or volunteer of FACS.
- Express only your personal opinions. Never represent yourself as a spokesperson for School. If FACS is a subject of the content you are creating, be clear and open about the fact that you are an employee or volunteer and make it clear that your views do not represent those of FACS, fellow workers, parents, students, suppliers or people working on behalf of FACS. If you do publish a blog or post online related to the work you do or subjects associated with FACS, make it clear that you are not speaking on behalf of FACS. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of FACS."

### **Student Pictures and Information**

Parents, employees and volunteers shall not post any pictures of students on Facebook, Twitter, Instagram or any other form of social media or on the internet unless the Director has approved such posting. This applies to all School functions, whether or not conducted on school property, including field trips. Nothing in this policy shall prohibit a parent from taking and posting pictures of their own child, provided no other students are featured in such pictures. FACS reserves the right to post pictures and images of current and former students on its website, official Facebook page or for any other School purpose. Parents who do not wish to allow School to use their child's picture or image must fill out the Publicity Consent Form and turn it into the front office.

### **Retaliation is prohibited**

FACS prohibits taking negative action against any employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee or volunteer who retaliates against another employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

### **Media contacts**

Employees and volunteers should not speak to the media on FACS's behalf. All media inquiries should be directed to FACS's Lead Administrator or Board.

## **Student Code of Conduct**

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### **Student Expectations**

FACS requires good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability and responsibility from all students, staff, parents and community participants. Vital to creating this climate is our social/emotional curriculum delivered during Morning Meetings, Closing Circles, and throughout the school day utilizing Responsive Classroom and Capturing Kids Hearts practices and techniques. It is FACS's intention to use positive reinforcement and to promote ethical responsibility.



**FACS's expectation for student behavior are based upon the following governing principles:**

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others both at school and during school-sponsored activities.
2. Students shall treat school property and facilities with care and respect.
3. Students shall treat the property of others with care and respect.
4. Students will follow FACS's Honor Code and be honest in all academic and social situations.
5. Student behavior will reflect positively upon FACS.

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted, it is turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Parental involvement
- Loss of privileges
- ISS (In School Suspension)
- Individual or small group sessions with an administrator
- Exclusion from extracurricular activities
- Suspension or exclusion from FACS

FACS is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including, but not limited to, immediate suspension and/or recommendation for longer-term consequences.

This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

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

**DEFINITIONS**

- **Short-Term Suspension:** suspension from school, school activities and school grounds for a period of up to ten (10) school days.
- **Long-Term Suspension:** suspension from school, school activities and school grounds for more than ten (10) school days, but less than exclusion.
- **Exclusion:** Permanent removal of the student from school, school activities and school grounds. A charter school student who has been excluded may return to his local educational agency pursuant to North Carolina law.

- **Expulsion:** Permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff.

### **CLASS I OFFENSES**

Result: Determined by the Lead Administrator/Principal

- Tardies
- Dress Code violations
- Littering on school property
- Repeatedly refusing to complete school assignments
- Violation of the Technology Use Agreement
- Repeatedly neglecting to bring computer, notebook, pencil and/or other learning materials to class

### **CLASS II OFFENSES**

Result: In School Suspension (ISS) or Short/Long-term Suspension or as determined by the Administrator

- Repeatedly committing Class I offenses
- Failure to comply with other assigned consequences
- Deliberately disrupting the normal educational process in the classroom
- Failure to attend an assigned class without a valid excuse, skipping school or cutting classes
- Use of profanity and/or an obscene gesture
- Lying to or deliberately deceiving a teacher or a staff member
- Willfully leaving the classroom or school grounds without permission
- Inappropriate public displays of affection
- Failure to follow instructions of school staff
- Unauthorized or inappropriate use of any electronic device while on school property not associated with the educational process during normal school hours.
- Throwing objects in the classroom or on school grounds
- Repeated tardiness
- Use of inappropriate language
- Insubordination
- Violations of the Honor Code such as cheating and/or plagiarism
- Possession and/or distribution of pornography
- Taking unauthorized or inappropriate photos or videos of another individual
- Bullying/harassment
- Any conduct committed off-campus that (a) if committed on campus would constitute a Class II offense and (b) has a reasonable relationship to school operations

### **CLASS III OFFENSES**

Result: Suspension or possible disciplinary hearing for repeated and/or severe behavior, which could include but would not be limited to a Long-Term Suspension, Permanent Exclusion, or Expulsion.

- Committing a combination of or repeated Class I and/or Class II offenses
- Trafficking, possessing and/or using tobacco/nicotine products on school property or at a school-sponsored event including the use or possession of electronic cigarettes or paraphernalia.
- Stealing or possessing stolen property
- Threatening to physically harm or attack another student, staff member or adult on school property or at a school-sponsored event
- Physically striking or attacking a student, staff member or adult whether as an individual act or with the assistance of others
- Possessing, handling, transferring or bringing a weapon or ammunition (including a toy weapon; example – toy gun, toy knife) on school property or at a school-sponsored event

- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations
- Possessing, selling, exchanging, distributing, attempting to purchase, using or being under the influence of alcohol, illegal drugs, drug paraphernalia, or any substance purported to be an illegal drug, prescription medicine or alcohol on school property or at a school-sponsored event. This includes distribution of or purposely taking more than the prescribed amount of medically necessary prescription medication
- Touching or conduct perceived as sexual or inappropriate in nature
- Damage/destruction/vandalism/arson of or trespassing on school property
- Hazing
- Bomb threat/hoax, false alarms
- Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school-sponsored event
- Any conduct committed off-campus that (a) if committed on campus would constitute a Class III offense and (b) has a reasonable relationship to school operations
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations

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

Any student who has been given out-of-school suspension three or more times in the same academic year may be recommended for exclusion.

FACS and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

The Principal/Lead Administrator shall have the authority to suspend a student for up to ten (10) school days at a time (*i.e.*, a Short-Term Suspension). There are no appeals for short-term suspensions of 10 days or less.

For Class III offenses, the Lead Administrator/Principal may recommend a Long-Term Suspension, and/or Exclusion, and/or participation in a Behavioral Contract. Decisions as to Long-Term Suspensions and/or Exclusion shall be made by the Lead Administrator after appropriate written notice to the involved parties and a hearing, if one is requested. In the absence of the Lead Administrator, the Board Chair shall appoint a hearing officer. Student appeals from the decision of the Lead Administrator or hearing officer shall be heard by a panel of three Board members who shall be appointed by the Board Chair. Appeals must be made in writing to the Board Chair within ten (10) days of the decision of the Lead Administrator or hearing officer. The hearing of the panel will occur at the next regularly scheduled Board meeting date, unless the family is otherwise notified. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors.

FACS's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973. The disciplinary procedures applicable to students with disabilities and those who have Section 504 accommodation plans are available on the school's website.

## Prohibition Against Discrimination, Harassment and Bullying Policy

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It is the policy of FACS that students should not be subjected to forms of unlawful discrimination, harassment, bullying, or hazing, while at school or school-sponsored activities. Furthermore the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at FACS regarding the identification, prevention, intervention, and reporting of such antisocial acts. FACS acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. FACS prohibits discrimination on the basis of age, race, color, national or ethnic origin, religion, disability, sexual orientation, gender/gender identity, family status, socioeconomic background, creed, or any other characteristic prohibited by law. FACS will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

### A. PROHIBITED BEHAVIORS AND CONSEQUENCES

#### 1. Discrimination, Harassment and Bullying Students

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. FACS expressly prohibits unlawful discrimination, harassment, bullying, and hazing. Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct and any applicable laws. Any violation of this policy is serious and FACS shall promptly take appropriate action. Students will be disciplined in accordance with the FACS student behavior management plan. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

When considering if a response beyond the individual level is appropriate FACS will 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, harassment and bullying prevention programs and other measures deemed appropriate by the Lead Administrator or designee to address the behavior.

#### 2. Retaliation

FACS prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or 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 laws, policies and regulations, the Lead Administrator or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

### B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, contractors and visitors. This policy is intended to apply to students vis a vis other students, faculty, staff, volunteers/visitors or contractors. FACS's policies on unlawful discrimination and harassment as applied to employees, volunteers/visitors, and contractors can be found in the School's Employee Handbook. This policy applies to behavior that takes place:

1. In any school building or on any school premises before, during or after school hours;
2. On any bus or other vehicle as part of any school activity;
3. During car line;
4. During any school-sponsored activity or extracurricular activity;
5. At any time or place when the individual is subject to the authority of school personnel;
6. At any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
7. While using school or personal electronic communications.

## C. DEFINITIONS

For purposes of this policy, the following definitions apply:

### 1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category that is protected by law, such race, color, national origin, sex, disability, or age or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

### 2. Harassment

a. Harassment is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

- 1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic that is protected by law or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic that is protected by law, such as race, color, religion, national origin, sex, disability or age. 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. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's academic progress or completion of a school-related activity;
- 2) Submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- 3) Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with 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 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 of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal 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.

c. Gender-based harassment is also a type of harassment. 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.

### **3. Bullying**

Bullying means unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying may also place a student in actual and reasonable fear of harm to his or her person or damage to his or her property. Bullying behavior is often repeated, or has the potential to be repeated, over time. Bullying includes intentional actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose or any action that involves a real or perceived power imbalance. Bullying can also include behavior that constitutes harassment or sexual harassment and can include cyberbullying. For Cyberbullying: See the Technology Use and Internet Use policy sections.

### **4. Hazing**

North Carolina law makes it unlawful for any student in attendance at any school in the State to engage in hazing, or to aid and abet any other student in the commission of this offense. For the purpose of this section hazing is defined as follows: “ to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.”

### **5. Electronic Communications:**

Electronic communications apply to employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e. Snapchat or Instagram). Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

### **E. TRAINING AND PROGRAMS**

The Lead Administrator or other designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

- (1) Provide examples of behavior that constitutes unlawful discrimination, harassment or bullying;
- (2) Teach employees to identify groups that may be the target of unlawful discrimination, harassment or bullying; and
- (3) Train school employees to be alert to locations where such behavior may occur, including locations within school buildings, campus wide locations, on cell phones and on the Internet.

### **F. NOTICE**

The Lead Administrator or designated Title IX Coordinator is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of unlawful discrimination, harassment and bullying. This policy will be posted on the School’s website, and copies of the policy are available at the front office. Notice of this policy will appear in all student and employee handbooks and in any School publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

### **G. COORDINATOR**

The Lead Administrator or designee shall appoint one or more individuals to coordinate the School’s efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include

investigating any complaints communicated to FACS alleging noncompliance with Title VII or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The Lead Administrator or designee shall publish the name, and phone number of the compliance coordinator in a manner intended to ensure that students, employees, parents and other individuals who participate in the School's programs are aware of the coordinator.

#### **H. RECORDS AND REPORTING**

The Lead Administrator or designee shall maintain confidential records of complaints or reports of unlawful discrimination, harassment or bullying. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Lead Administrator also shall maintain records of training conducted and corrective action(s) or other steps taken by FACS to provide an environment free of unlawful discrimination, harassment and bullying. The Lead Administrator shall report to the Board all verified cases of unlawful discrimination, harassment or bullying under this policy.

#### **I. EVALUATION**

The Lead Administrator or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful discrimination, harassment and bullying and shall share these evaluations periodically with the Board.

#### **J. REPORTING**

1. For bullying, there are multiple ways to report incidents of bullying. Students and families may report directly to any teacher, principal, Lead Administrator or school counselor verbally, via email or in writing. It can also be reported using the [Bullying Report Form](#) that is linked on the School website.
2. For discrimination, harassment, and sexual harassment complaints, students or their parents should contact the grade-level Principal, Lead Administrator and/or Title IX coordinator immediately and file a complaint.

#### **K. INVESTIGATION PROCESS**

1. The Title IX Coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.
2. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for FACS to conduct a thorough investigation. There may also be instances where FACS has a legal obligation to report certain information it receives to state or local authorities.
3. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision and hearing, within sixty (60) days of the filing of a complaint.
4. The Title IX Coordinator shall designate an impartial investigator to conduct the investigation. The investigator shall have full authority to conduct an investigation, including the authority to interview witnesses and make a decision about the complaint. The investigator shall timely provide written notice of the outcome of the complaint to the relevant parties.
5. In the event a party is not satisfied with the investigator's decision, it may appeal that decision to an impartial hearing panel (explained below). Such appeal shall be made in writing and provided to the Title IX coordinator within five (5) days of the investigator's decision.
6. Upon appeal of the investigator's decision, the FACS Board of Directors will appoint a panel of three board members to serve as the impartial hearing panel. The hearing will be conducted in accordance with all applicable laws. All parties will have an opportunity to present witnesses and other evidence and to be represented by an attorney or third party of their choosing.
7. After the hearing, the three member hearing panel will make a decision and will provide written notice of the outcome of the appeal.

## Student Health and Wellness

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### Prevention and Control of State Reportable Communicable Diseases

Students are excluded from school in cases of certain **reportable** communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school age child is not. This list is available upon request from the school office.

When a student is suspected of having one of those **reportable** communicable diseases, it is the responsibility of the parent to take the child to the local health department or primary health care provider for verification and treatment before that student can return to school. Students should be temporarily excluded from school if presenting symptoms of a reportable disease is present. In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act.

A list of students who have not been vaccinated for bona fide religious or medical reasons or who have illnesses that cause immunosuppression will be maintained in the school health office so that appropriate action can be taken to protect these individuals when serious communicable disease outbreaks do occur.

FACS staff makes every effort to reduce the prevalence of disease-causing organisms through ensuring cleanliness of the environment, emphasizing frequent hand washing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities. Despite those actions, the school age child is often the source and conduit for communicable diseases ranging from the “common cold” to ringworm among many. The majority of such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules. However, the following isolation guidelines must be followed:

- **COVID-19/Coronavirus Plan:** Please see our plan under the “Resources” section of the website.
- **Fever:** The parent/guardian of any student with an oral temperature of 100 degrees will be notified and asked to pick up their child. **The student should remain at home until fever-free for 36 hours without medication.**
- **Chickenpox (Varicella):** Students are excluded until all blisters have formed scabs.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** Student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until physician’s approval is given and student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and



sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.

- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.
- **Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. Students are allowed to return to school on approval of the physician. The student may return when treatment has begun, has minimal drainage & student is able to keep hands away from eyes.
- **Scabies:** Students are excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Students are excluded from school until treated with a prescription antibiotic for 24 hours and have been fever free for 24 hours.

If a student has a communicable disease, including HIV/AIDS, hepatitis B, tuberculosis, etc.; the parents are encouraged to notify the school principal. This information will be kept confidential in accordance with the law. If notified that a student suffers from such immunodeficiency, the school principal will request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize the risk to the student. Whenever possible, the school principal will notify the parents or guardians of an infected or immunodeficient student (or the student himself where appropriate) of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

## Immunizations

### Kindergarten and 7th Grade Health Requirements

All children in North Carolina must be vaccinated against certain diseases per General Statute (G.S.) 130A-152. Immunization records are checked when a child enters school. No student may attend any grade (Pre-K-12) without presenting a certification of immunization. The parent/guardian has 30 calendar days from the student's first day of attendance to show proof of the required immunization or provide evidence that they are in process of completing their immunizations.

Religious or medical exemptions from this law require that a statement be made on file at the school in the student's cumulative record.

Students entering Kindergarten must present a completed Health Assessment Report and up to date immunization records and students entering grade 7th have the Tdap and Meningococcal immunizations up to date. The health assessment shall be completed no more than 12 months prior to the date of school entry. Principals have both the authority and responsibility to exclude students who have not presented a health assessment report with 30 calendar days of school enrollment.

Parents will be asked to sign and provide a copy of the North Carolina Immunization and Health Assessment Requirement form when they register their child in school.

## Kindergarten Required Vaccines

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>	2 doses*

\* Please contact your child's healthcare provider for further information.

## 7th Grade/12 Year Old Required Vaccines

Adolescents should be up to date on all the vaccines required for kindergarten entry.

In addition:

- **Meningococcal conjugate vaccine (MCV) – 2 doses**
  - One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.
  - Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.
  - If the first dose is administered on or after the 16th birthday the booster dose is not required
- **Tetanus, diphtheria, and pertussis (whooping cough) – Tdap**
  - A booster dose of Tdap is required for individuals who have not previously received Tdap and who are entering 7th grade or by 12 years of age, whichever comes first.
  - School Entry from 6th to 7th Grade

***If you have specific questions regarding your child, please contact your child's health care provider or your local health department.***

## Garrett's Law

According to 115C-218.75. General operating requirements (a) Health and Safety Standards – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. **Garrett's law** was enacted in 2004. It mandates schools provide parents and guardians with information about meningococcal meningitis and influenza and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate that information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV. The following materials are available to support this effort:

- <https://www.cdc.gov/meningococcal/index.html>
- <https://www.cdc.gov/hpv/parents/index.html>
- <https://www.cdc.gov/flu/index.html>

Please visit <http://www.immunize.nc.gov> for more information.

### **Medication Administration**

For a student to receive prescription and non-prescription medicines at school, a parent/guardian consent and written authorization from a licensed healthcare provider are required.

Medications cannot be given to a student at school until a **Medication Administration Authorization Form** has been received. A separate form is required for each medicine. New authorization forms are required every year at the beginning of school, whenever the dose or directions change, or when a new medicine is prescribed. **It is the parent's responsibility** to provide all medicines to be given at school.

Each medicine must be in an appropriately labeled container that corresponds with the completed Medication Administration Authorization form.

Over the counter medications must be in the original nonprescription container. The **Medication Administration Authorization Form** can be downloaded from our website under the Resources tab.

All medicine must be picked up at the end of the school year by a parent/guardian. Any medication not picked up within the given time frame will be discarded.

No student shall give to or receive from another student any medication, either prescribed or over the counter. Any such exchanges may be considered a serious offense and may result in suspension.

To protect your student's well being, there will be no exception to this policy. If you have any questions about this policy, or other issues related to the administration of medication in school or during school-sponsored activities, please contact the administrative assistant in the building. Thank you for your cooperation.

The needs of students who require medication during school hours to maintain and support their health and well-being during the educational day should be met in a safe and prudent manner.

### **Rationale**

- Implementation of the IDEA (Individuals with Disabilities in Education Act), and amendments since enactment, has led to an increased number of children whose health problems require medication to be given while at school.
- Students with chronic illness may be dependent on routine medications, which enable them to participate more fully in all aspects of school activities and to minimize their absences.
- Students may require the administration of controlled substances during the school day in order to maximize their classroom performance.
- Some students with infections and communicable diseases are able to resume school attendance based on continuation of their medication regimen.

### **North Carolina State Recommendations**

- A licensed healthcare provider must prescribe all medications administered by school personnel during school hours.
- All medications administered at school must have a written request/permission signed by the parent or legal guardian.
- Students with asthma and/or at risk for anaphylactic allergic reaction, may possess and self-administer medication on school property within certain parameters.

## Self-administration of Medications in School

In accordance with North Carolina state law, there are a **limited number** of health conditions which may require the student to carry medications at all times. These include asthma (inhalers), diabetes (insulin or source of glucose), and severe anaphylactic allergies (EpiPen). In addition, learning to care for one's health and well-being is an important developmental milestone for all students. Parents should be informed that students who are approved to self-carry medications while at school and during school sponsored activities are independent in the management of their medication with no expected oversight from school staff.

In order for a student to self-carry a medication, the following **requirements must be met annually**:

- A. The student's parent/guardian must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
  - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
  - b. Self-administration of required medications is part of the student's treatment plan
  - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
  - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student's parent/guardian must submit a completed "**Request for Medication Administration in School**" form
- C. The parent/guardian must provide FACS backup medication that will be kept in the health office to which the student has immediate access in the event the student does not have the required medication.
- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate "Individualized Health Care Plan" (IHCP) will be completed by the school principal or his/her designee in partnership with the parent/guardian and student.
- E. The student must demonstrate to the school principal or his/her designee the knowledge, competence, and skills necessary to self-administer medication.
- F. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

## Special Health Conditions

If your child has a health condition, a **Student Health Information Form** MUST be filled out and returned to the front office, so the appropriate care can be given to your child during school hours. The **Student Health Information Form** can be downloaded from our website under the Resources tab. Examples of health conditions that the school needs to talk to parents about include diabetes, asthma, severe allergy, seizures, sickle cell disease, etc.

The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3. The **Medication Administration Authorization Form** (requires physician signature) and the **Diabetes and Medical Management Plan** can be downloaded from our website under the Resources tab.

The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board of directors of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to carry out the provisions of G.S. 115C-375.2A. The **Medication Administration Authorization Form** (requires physician signature), **The Student Agreement for Self-Carried Medication Form** (if the student will be keeping the epi pen in their backpack instead of the front office), and the **Severe Allergy Care Plan** can be downloaded the forms from our website under the Resources tab.

All forms can be downloaded from our website under the Resources tab or obtained from the front office.

### For Asthma, please print and fill out:

1. **Medication Administration Authorization Form** (requires physician's signature)
2. **Asthma Action Plan** (to be completed by the physician)
3. **Student Agreement for Self-Carried Medication Form** (if the student will be keeping the inhaler in their backpack instead of the front office)

For Seizures, please print and fill out:

1. **Medication Administration Authorization Form** (if student requires medication, must be signed by a physician)
2. **Seizure Care Plan/Emergency Action Plan**

For Concussions, please print and fill out:

1. Return to Learn: **Academic Accommodation Plan following Concussion** (to be completed by the physician)

### Policies for Snack and Lunch Time

- Parents and students are encouraged to pack a healthy snack.
- **FACS is a peanut and tree nut free school.**
- Lunch will be eaten in the classroom, the cafeteria or outside. There will be space designated for life-threatening allergies for lunch, as needed. Parents are responsible for reporting to FACS, in writing, allergy information. The **Allergy Care Plan Form** can be found under the Resources tab on our website.
- All trash from lunch must be disposed of in the designated classroom trash can.

### Lunches

Food may not be brought into our school/cafeteria from outside vendors. Please be sure to send student's lunches with them upon their morning arrival at school. If a student has forgotten his/her lunch, an alternate lunch will be provided to him/her.

### Outside Food

**All food sent in or brought in by parents for the class must be purchased at the store, nut free, and delivered to the school in the original packaging.**

Consideration for any additional classroom allergies must be given if outside food is to be used or eaten in the classroom by the whole class.

### Acknowledging Student Birthdays

Student birthdays may be acknowledged by providing a small treat (mini-cupcakes, cookies, individual snacks, etc to be shared with classmates during the school day at the discretion of the teacher. Remember to check with the child's teacher prior to bringing a treat to be sensitive to any allergies of students in the class. We are a "nut free" school. The treats must be store bought and, preferably, individually wrapped. Party invitations may not be given out at school unless they are extended to every member of the class.

## 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.
- (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 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 \(https://www.ncseaa.edu/k12/opportunity/\)](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 school nurse will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The school nurse 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 nurse shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
- c. 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.
- d. 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 Grade Level Principal 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 [amooore@faithacademync.org](mailto:amooore@faithacademync.org). Within 10 business days, the Grade Level Principal 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 Grade Level Principal: (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 Lead Administrator or Board Chairman, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- (4) If the Lead Administrator or Board Chairman 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 Board of Directors, 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 [amoore@faithacademync.org](mailto:amoore@faithacademync.org) or [cmitchell@faithacademync.org](mailto:cmitchell@faithacademync.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 Grade Level Principal 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**

*[THIS COULD BE REMOVED FROM THE POLICY BUT INCLUDED IN THE BOARD HANDBOOK; BE SURE TO COMPLY WITH THE TIMELINE AND INFORMATION REQUIREMENTS.]*

- (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: Infinite Campus-LMS-Learning Management System, Family Communication; Weekly Classroom Newsletters, Monthly School Newsletters, School Website, Facebook
- (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.

- (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: Classroom teachers share list with grade level teachers and administrators, Teachers and admin review connection to NC Standard Course of Study
- (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, and through teacher communications. Parents may review the full Standard Course of Study at [www.dpi.nc.gov](http://www.dpi.nc.gov)
- (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 between the hours of 7:00 and 4:00.
- (10) **Process for Library Check Out and Notification**  
K-5 Students will attend class in the Media Center once a week. Students will have the ability to select one or two books from the library shelves. Open Check-out will be held in the Media Center daily for students to return books they have read and select another book.

**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 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 [amoore@faithacademync.org](mailto:amoore@faithacademync.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 Head of School/Superintendent/Executive Director or their designee, the School Improvement Team, 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 Lead Administrator if they were not involved in the initial review of the challenge. The Lead Administrator shall review and respond to the challenge within five (5) business days.
- (6) If the Lead Administrator 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.