



Creating Community-Minded Leaders

Faith Academy Charter School
1000 School Street
Faith, North Carolina 28041

2025-2026 Parent/Student Handbook

(704) 603-8437
faithacademync.org

Table of Contents

Mission & Vision.....	8
Mission.....	8
Vision for Our School.....	8
School Governance.....	8
Board of Directors.....	8
2025-2026 Board of Directors.....	9
2025-2026 Administrative Team.....	9
Non-Discrimination.....	9
Equal Education Opportunities.....	9
Title VI.....	10
Compliance with Other Laws.....	11
Religious Accommodations.....	11
School Campus Expectation Policy.....	11
Adult Code of Conduct.....	12
Violence/Threats.....	13
Banning from Campus.....	14
School Calendar.....	14
Parent and Family Engagement.....	16
Media (Utilizing the School name or brand).....	21
Misuse of the Brand (Defined):.....	21
Social Media Citizenship Standards & Expectations	22
Academics & Curriculum.....	24
Academic Honesty.....	24
School Honor Code.....	24
School Honor Code.....	25
Student Honor Pledge:.....	26
Reporting of Honor Code Violations.....	26
Consequences for Violating the Honor Code.....	26
Curriculum.....	26
Project Based Learning/PBL.....	27
Materials and Resources.....	27
Promotion and Retention Policy and Academic Standards.....	28
Academic Honesty.....	28
Report Card Policy.....	28
State Testing.....	31

Schedule Changes.....	31
Withdrawal Procedures.....	31
Student Files.....	32
Right to Know Under the Every Student Succeeds Act.....	33
The Protection of Pupil Rights Amendment.....	33
Directory and Photo/Video Permission Granted.....	35
Exceptional Children.....	35
Section 504 of the Rehabilitation Act.....	36
Child Find.....	37
Outside Providers and Dual Enrollment.....	37
Services for Academically or Intellectually Gifted Students.....	37
Grading at School.....	38
Grade Calculation Upper School.....	38
Transcripts.....	39
Student Letters of Recommendation for Post Graduation Applications.....	39
Day-to-Day School Operations and Procedures.....	40
Attendance.....	40
Classroom Interruptions.....	46
Tardy/Late Pick-up Policy.....	47
Early Dismissal from School.....	47
Partial Attendance for Extracurricular, Athletic and Special Event Participation.....	48
Make-Up Work for Absences.....	48
School Hours.....	48
Carline Etiquette and Reminders.....	49
Third Party Rides.....	50
Access to Education, Student Privacy, and Immigration Enforcement.....	50
School Communication.....	51
Dress Code.....	52
Middle School Special Event Attire Guidelines.....	53
Caring for Our School.....	53
Teacher Responsibilities.....	53
Student Responsibilities.....	54
Lunch and Snack Guidelines.....	54
Food for School Events.....	55
Student Event and Field Trip Fees/Payments.....	55
Financial Assistance.....	55

School Event Eligibility.....	55
Field Trips and Overnight Trips.....	56
Eligibility for Overnight Trips.....	56
Overnight Trip Parent and Student Expectations.....	57
Fundraising.....	57
Donors Choose and Internet/Social Media/Crowdsourcing Policy.....	57
Starting a New Club at School.....	58
Drivers' Education and Driving Privileges.....	59
Driver's Education Classes.....	59
Parking on Campus.....	59
Driver's Eligibility Certificate.....	60
Dropout Prevention/Driver's License Legislation.....	61
Lose Control, Lose Your License Legislation.....	61
Personal Items.....	61
Personal Items.....	61
Student Search Policy and Procedures.....	63
Searches Based on Individualized Reasonable Suspicion.....	63
Suspicionless General Searches.....	64
Seized Items.....	65
Failure to Cooperate.....	65
Notice.....	65
Destruction of School Property.....	65
Student Deliveries.....	66
Inclement Weather Procedures.....	66
Emergency Data.....	67
Visitors.....	67
Volunteers.....	67
Parent Concerns.....	69
Grievance Policy for Parents/Guardians/Students.....	70
Technology Use at School.....	72
Video Monitoring.....	72
Cellular Phones and other Wireless Communication Devices Policy.....	73
Student Camera Phones/ Recording Devices.....	75
Student Technology Acceptable Use Policy.....	75
Internet Safety Policy.....	77
Student Health and Wellness.....	81

Prevention and Control of State Reportable Communicable Diseases.....	81
Immunizations.....	83
Garrett’s Law.....	84
First Aid and Emergency Care Procedures.....	84
Do Not Resuscitate Orders.....	87
Medication Administration.....	88
Special Health Conditions	90
Food Allergy Policies for Snack and Lunch Time.....	90
Mandatory Reporting Policy.....	91
Student Discrimination, Harassment and Bullying Policies.....	91
McKinney-Vento.....	92
Student Discipline Procedures.....	93
Purpose and Description of the School’s Code of Conduct.....	94
General Information.....	95
Definitions.....	99
Code of Conduct.....	100
Procedures for Disciplinary Process and Short-Term Suspension.....	106
Due Process Procedures for Short-Term Suspensions (1-10 days).....	106
Due Process Procedures for Long-Term Suspension, Exclusion, and Expulsion.....	108
Offense Definitions.....	110
Discipline of Students with Disabilities.....	121
SPECIAL EDUCATION SERVICES	121
When Exclusion Is Required	122
Change of Placement	122
Manifestation Determination	123
Day 11 Requirements	124
Weapons/Drugs/Serious Bodily Injury:	125
Functional Behavioral Assessment (FBA)	125
Behavioral Intervention Plans (BIP)	125
General School Policies.....	127
Posting or Publishing Student Pictures and Information.....	127
Boy Scouts of America Equal Access Act.....	127
Gender Equity Policy (Title IX).....	127
Seclusion and Restraint Policy.....	127
Parents’ Bill of Rights.....	128
Parents’ Guide to Student Achievement.....	129
Tuition and Fees.....	129

Admissions and Enrollment Policy.....	129
Smoking or Vaping on Campus.....	129
Weapons.....	129
Drug and Alcohol Use.....	130
Threats and Violence.....	130
School Safety.....	130
Unsafe School Choice Option.....	131
Asbestos Management Plan.....	131
Pesticide Notification.....	131
Hazardous Chemicals.....	132
Fire and Safety Regulations.....	132
Registered Sex Offenders Policy.....	132
ATTACHMENT A.....	135
McKinney-Vento Dispute Resolution Policy.....	135
ATTACHMENT B.....	141
Service Animal Policy.....	141
ATTACHMENT C.....	147
Alcohol and Drug Policy.....	147
ATTACHMENT D.....	149
2.002 FAITH ACADEMY CHARTER SCHOOL ADMISSIONS, WEIGHTED LOTTERY, AND ENROLLMENT POLICY.....	149
ATTACHMENT E.....	153
Athletics/Extracurricular Participation Policy.....	153
Attachment F.....	159
Title IX Discrimination and Harassment Policies For Students and Staff Members.....	159
Title IX Coordinator’s Duties, Notice, Reporting And Grievance Policy.....	162
Attachment G.....	172
Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying And Complaint Process.....	172

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,

Chad Mitchell
Lead Administrator of Faith Academy Charter School



Mission & Vision

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.

Vision for Our School

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.

School Governance

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). 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.

2025-2026 Board of Directors

Board Members and Positions

George Wilhelm
Nick Lefko
Mark Brinkley
Robert Leslie
Sheri Halpin
John Hudson
Dennis Ingold
Stephen Cowan

Board Committees

Facilities Committee
Booster/Sports Committee
Finance Committee
Capital Campaign Committee
Personnel Committee
PTO Committee
Grounds, Maintenance and Traffic Committee
Safety Committee

2025-2026 Administrative Team

Chad Mitchell
Amy Wise
Stacy Bryd
Jeff Street

Non-Discrimination

Equal Education Opportunities

FACS provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school. The school will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance, and extracurricular activities. The School adheres to the legal obligations and requirements under all state and federal laws, including, without limitation, the Americans with Disabilities

Act and Amendments, 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. Please see [Attachment F](#) for Title IX Policies and Grievance Process and [Attachment G](#) for Non-Title IX Bullying and Harassment Policies and Grievance Process.

Any individual who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or, preferably, in writing to any of the following individuals:

- The principal or assistant principal;
- For Title IX harassment and discrimination, contact the Title IX Coordinator and review the Title IX policy;
- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact Amy Wise and review the non-Title IX policy found at www.faithacademync.org as well as the Title VI policy found below.

Title VI

No person shall, on the basis of race, color, or national origin, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity of the School in violation of Title VI of the Civil Rights Act of 1964, as amended. This means that the School does not advantage any one racial or ethnic group over another or use racial/ethnic stereotypes. Further, the School recognizes that Title VI protection covers students who are or are perceived to be Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or other groups that are or are perceived to: 1) share ancestry or ethnic characteristics; or 2) have citizenship or residency in a country with a dominant religion or distinct religious identity. Title VI prohibits discrimination based on race, color, or national origin against students of any religion when the discrimination:

- involves racial, ethnic, or ancestral slurs or stereotypes;
- is based on a student's skin color, physical features, or style of dress that reflects both ethnic and religious traditions; or
- is based on the country or region where a student is from or is perceived to have come from, including, for example, discrimination based on a student's accent or name, a student's limited English proficiency, or a student speaking a language other than English.

Please see the above Non-Discrimination section for information regarding complaints alleging Title VI violations. General inquiries regarding Title VI should be directed to the individual identified above.

Compliance with Other Laws

FACS shall comply with all applicable federal 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. The School shall comply with all applicable federal, state, or local health and safety laws and regulations. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

Religious Accommodations

FACS respects the religious beliefs and practices of all staff and students, and will make, on request, an accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship on the School's operations.

School Campus Expectation Policy

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.
- Animals/pets brought onto the School premises without permission. Please note: *Service animals are permitted. For more information, please see this handbook's Service Animal policy in [Attachment B](#).*

Adult Code of Conduct

As we partner with families to best support students, it is critical that we engage in a way that allows our partnership to flourish. We understand that situations can become stressful, and we want to maintain the best support possible.

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

1. Always be respectful to the staff, students, and other school community members.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.

7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to school staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten school staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

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

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

To the extent that an adult's actions/behavior fall below the code of conduct, the adult can be subjected to disciplinary action by the administration.

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

Violence/Threats

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

While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Interactions with FACS teachers or staff must be done electronically.

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

Banning from Campus

The School reserves the right to ban any person, including parents, separated personnel, or those under investigation, from campus where there is a safety or security concern, actual/potential disruption to the school environment, or where it is in the best interest of the School to do so. The Head of School, their designee, or the Board may issue such a ban.

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.

2025

Faith Academy Charter School

2026

July '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		

August '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						

September '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				

October '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	

November '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						

December '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			

Academic Calendar



Adopted by the Board of Directors on 12-16-24

July 31	Teacher Workday
Aug 1,4-5	Teacher Workdays
Aug 6	First Day for Students
Sep 1	Labor Day Holiday
Oct 13	Columbus Day Holiday/School Closed
Oct 14-15	Teacher Workdays (Possible Make-up Day)
Nov 11	Veteran's Day Holiday
Nov 24-26	Fall Break/School Closed
Nov 27-28	Thanksgiving Holiday
Dec 22-31	Christmas Holiday / Winter Break
Jan 1	New Year's Holiday
Jan 2, 5	Teacher Workdays
Jan 19	Martin Luther King, Jr. Holiday
Feb 13	Teacher Workday (Possible Make-up)
Feb 16	President's Day Holiday (Possible Make-up)
Mar 9-13	Spring Break
Mar 16	Teacher Workday
Apr 2	Teacher Workday (Possible Make-up Day)
Apr 3, 6	Good Friday Holiday/Easter Break
Apr 7	Teacher Workday (Possible Make-up Day)
May 21	Last Day for Students
May 22,26,27	Teacher Workdays
May 25	Memorial Day Holiday

Quarter	Progress Rpt.	Qtr. Ends	Report Card
1st - 47	Sep 10	Oct 10	Oct 22
2nd - 41	Nov 19	Dec 19	Jan 7
3rd - 41	Feb 4	Mar 6	Mar 18
4th - 44	Apr 15	May 21	May 27

Legend

WD	Workday - No School for Students
SCH	Full School Days
ER	Early Release for Students ER for HS 12:30/ER for K-8 1:00
HOL	Holiday - No School
NO SCH	School Closed - No School
NO SCH	Summer Break, Weekends - No School
Oct 15	
Feb 13, 16	Possible Make-up Days
Apr 2, 7	

This calendar meets the 1,025 instructional hours required by North Carolina state law.

January '26						
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 '26						
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 '26						
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 '26						
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 '26						
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 '26						
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				

Parent and Family Engagement

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

Definition of Parent and Family Engagement

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

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

Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the School's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based on federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students to meet the School's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Head of School/Director/Executive Director or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

School-wide and targeted assistance programs shall be based on effective means of improving student achievement and include evidence-based strategies to support parent and family engagement.

Annual Meeting and Program Evaluation

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful annual opportunity to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

Parent and Family Engagement Efforts

The Board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the program's effectiveness and contribute significantly to the children's success. The Title I staff and all School personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Lead Administrator shall ensure that this School-level parent and family engagement plan is developed, agreed upon, and annually distributed to parents and family members of participating students. In addition to the School-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities. They must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance. School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs to provide equitable services to students enrolled in private schools. The Head of School/Director/Executive Director or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan, and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;

2. Provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. With the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the School parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the Schools academic standards;
5. Strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. Provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. Design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. With the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. Distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. Coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community

- that encourage and support parents to more fully participate in the education of their child;
11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
 12. Ensure that parents are involved in the school's Title I activities; and
 13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

Notice Requirements

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

Program for English Learners

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

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

School Report Card

Each year, School officials shall disseminate to all parents, schools, and the public a School report card containing information about the School and each school, including, but not limited to:

- Information, both in the aggregate and disaggregated by category, about:
 - Student achievement,
 - Graduation rates,
 - Performance on other school quality and/or student success indicators,
 - Progress of students toward meeting long-term goals established by the state,
 - Student performance on measures of school climate and safety, and, as available,
 - Rate of enrollment in post-secondary education;

- Performance of the School on academic assessments as compared to the state as a whole, and the performance of each school on academic assessments as compared to the state and the School as a whole;
- Percentage and number of students who are:
 - Assessed,
 - Assessed using alternate assessments,
 - Involved in preschool and accelerated coursework programs, and;
 - English learners achieving proficiency;
- Per-pupil expenditures of federal, state, and local funds; and
- Teacher qualifications.

Teacher Qualifications

At the beginning of each year, School officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner.

The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

Student's Academic Growth and Achievement

School officials shall provide information on the student's level of achievement and academic growth, if applicable and available, on each of the state's academic assessments to each parent of a student participating in a Title I program.

Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

Website Distribution of Information

Each year, School officials shall publicize on the School website and, where practicable, on the website of each school:

1. The School Report Card, as described above; and
2. Information on each assessment required by the state and, where feasible, by the School, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;

- d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
- e. if available, the time and format for distributing results.

The Head of School/Director/Executive Director shall develop any administrative procedures necessary to implement the requirements of this policy.

Media (Utilizing the School name or brand)

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

Misuse of the Brand (Defined):

The Board of Directors encourages parents and students to voice their concerns. Any concerns you may have must be addressed through appropriate channels as outlined in this handbook. This includes speaking to the class teacher, the principal, or the Board of Directors, so your concerns can be dealt with fairly, appropriately, and effectively for all concerned. We consider using social media websites to fuel campaigns and complaints against the School, board, staff, students, and, in some cases, other parents, not in the best interests of the children or the whole school community.

In the event that any staff member, pupil or parent/guardian of a child/ren being educated at the School is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and may be disinvited or otherwise prohibited from the School's official social media pages, including Facebook.

All social network sites have clear rules about the content that can be posted on the site, and they provide robust mechanisms to report content or activity that breaches these rules. The School will also expect any parent/guardian or pupil to immediately remove such comments. In serious cases, the School will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying in accordance with the student/parent employee handbook and any other school policies.

We may take any of the following steps if a parent/guardian or visitor does not follow the policy:

1. Request a parent meeting on campus.
2. Ban the parent from campus for a period of time.
3. Contact the appropriate authorities.

Parents or visitors who receive consequences based on their behavior shall follow the School's grievance process as set out in this Handbook or any other policy established by the School. Students engaged in such activity will be addressed in accordance with this Handbook and any other applicable policies. We trust that parents/guardians and visitors will assist our school with implementing this policy, and we thank you for your continued support.

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibilities 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.

Social Media Citizenship Standards & Expectations

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.

Academics & Curriculum

Academic Honesty

Academic honesty is required by FACS, and any form of academic dishonesty is a violation of the school's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating and includes but is not limited to the following; working with another person(s) without permission, copying someone else's work, sharing your work with others without permission, 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 instructor; 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.

School Honor Code

The purpose of the Honor Code at FACS is to build a community of honor 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.

School Honor Code

School students are good citizens who value honor and demonstrate integrity in all that they do. They help community members by having a positive attitude and respecting other people and school property.

Honor: Having high moral standards of behavior; Being judged by other people as possessing good qualities or 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:

- Excessive parental assistance with homework or projects.
- Forgery or falsification of documents.
- Lying, outwardly and/or by omission.
- Aiding others who are violating the School Honor Code.
- Taking property that does not belong to you without permission.
- Not abiding by the School Technology Handbook's rules and/or guidelines.

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 property.

Inappropriate Use of Technology: Loading unauthorized programs or viewing non-approved websites on school laptops.

Student Honor Pledge:

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

Reporting of Honor Code Violations

Each School 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 a violation of the Honor Code. All students, staff, and other employees of the School are responsible for familiarity with and support of the Honor Code. Any staff member may charge a student with a violation of the Honor Code. Charges are presented to the Grade Level Principal.

Consequences for Violating the Honor Code

Cheating on any assignment, quiz, or exam will result in a zero entered for the grade, and the teacher will contact the parent.

Subsequent cheating will be handled by the grade level principal.

Students who plagiarize will be given a zero for the assignment. In the case of the first offense, the student will be allowed to rewrite the assignment for credit. Upon subsequent offenses, a parent conference will be required with the grade level principal to discuss the next course of actions.

Curriculum

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
- 21st 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 2025-26 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.

Promotion and Retention Policy and Academic Standards

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.

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.

Electives (Specials) classes in grades K-5 will receive a grade of S (Satisfactory), N (Needs Improvement), U (Unsatisfactory).

3rd-11th 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:

Satisfactory performance on all relevant state End-of-Grade (EOG) assessments

Passing final grades in core academic classes

Satisfactory performance on Project Based Learning project content and presentations

Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic classes

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

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:

3rd Grade - Beginning of Grade test (BOG) for reading

3rd - 8th Grades - End of Grade tests (EOG) for reading and math

5th & 8th Grades Science End of Grade test (EOG) for science

All FACS students in grades 9-12 will take the North Carolina required state tests. Course specific tests will count for 20% of a student's final grade in a course. 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. High school students will take NC Check-ins for Math I, Biology, Math III, and English II. These may be given two or three times during the year, typically at the beginning of the 2nd, 3rd and 4th quarters.

Schedule Changes

All requests for schedule changes must be made in writing to their grade level Principal within the first ten (10) days of school. The requests will be reviewed, and any changes will be made based on the academic reason for the requested change, student data, and space availability in a class.

Withdrawal Procedures

If a parent would like to withdraw their child from School, they should enroll their student at the new school. The new school will manage the Withdrawal and Records Request from FACS. If the student will be homeschooled, the state-issued homeschool identification number must be provided for the student to be withdrawn. A records request for one of our current students from a new school will be considered a withdrawal request; if a legitimate records request is received, the records will be sent, and that student will be withdrawn from FACS.

Student Files

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 U.S. Department of Education website at <https://studentprivacy.ed.gov/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 the student 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. Schools are 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. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the School decides not to amend the record, the parent or eligible student 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, the School 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 the School 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.

Right to Know Under the Every Student Succeeds Act

Title I schools must notify parents/guardians of their right to receive certain information.

Parents Right to Know Must (from ESEA amended by ESSA, Section 1112(e) (A) and (B))

Parents may request and have the right to know information regarding the professional qualifications of the student's classroom teacher including the following:

Whether the student's teacher:

- has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Parents may also ask if the child is provided services by paraprofessionals and, if so, the paraprofessional's qualifications.

Title I Schools must also notify parents timely that the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

In addition, parents have the right to information about:

- The School's Improvement Plan.
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel.
- Opportunities for parent involvement and input.
- The Title I Parent Involvement Plan 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 student or the student's parent;
 2. Mental or psychological problems of the student or the student's family;
 3. Sexual behavior or attitudes;
 4. Anti-social, demeaning, illegal, or self-incriminating behavior;
 5. Critical appraisals of others with whom respondents have close familial relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious affiliations, beliefs, or practices of the student or student's parent; or
 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 a School to its students.
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes.
 3. Instructional material used as part of the educational curriculum.

The School has developed and adopted policies regarding these rights, as well as arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at the beginning of each School year and after any substantive changes. The School will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook at the start of each school year 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

Directory and Photo/Video Permission Granted

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

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

Exceptional Children

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

Through the Individual Education Program (IEP) process, FACS offers a free, appropriate public education to each of its students with special needs. This includes delivering the Occupational Course of Study courses to our high school students if determined to be appropriate by the student's IEP Team. Further information about occupational course of study courses can be found at the OCS website maintained by the North Carolina Department of Public

Instruction: <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/occupational-course-of-study>.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law. Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this Program serve?

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

What is an IEP?

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

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

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

For more information: <https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf>

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

Contact your building principal or guidance counselor.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the Department of Education website at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

What is A 504 Plan?

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

What is considered a disability under Section 504?

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

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).

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

Who should I contact if I suspect my child may have a qualified disability and needs a 504 Accommodations Plan?

Contact the 504 Coordinator or Amy Wise.

Child Find

FACS participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services. The School informs parents and/or guardians of the services available from the School and other state and community agencies. The children who qualify for these services have been diagnosed with or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. School identifies these students through our Multi-Tiered System of Support (MTSS) as well as from parent and teacher referrals and provides the following help:

- A complete evaluation, and if appropriate and within the guidelines of eligibility in NC, eligibility in one of the 14 disabling conditions;
- An Individualized Education Program for children with a disability; and
- A referral to other agencies when needed.

Outside Providers and Dual Enrollment

The School prohibits outside providers from providing services to students on our campus unless the outside provider is contracted directly with the School to provide such services. Dual enrollment in any program during the regular school day is also prohibited unless expressly authorized by State Law or approved by the Board of Directors.

Services for Academically or Intellectually Gifted Students

The local AIG (Academically or Intellectually Gifted) plan is developed in alignment with the North Carolina AIG Program Standards, which serve as a statewide framework for Public School Units to develop, implement, and monitor comprehensive AIG programs. These standards

encompass six key areas with specific practices that articulate clear expectations for identifying and serving gifted students. The AIG Plan can be accessed on the school's website.

Grading at School

The long-term success of our students at Faith Academy Charter School is of the utmost importance to us as a School. In keeping with our mission to develop productive citizens who take responsibility for their future, our grading policy requires student accountability. We believe our students should be expected to put forth their best effort daily in the classroom. For consistency and fairness within the school, we believe it is essential to have a clear set of grading expectations clearly understood by students, teachers, administrators, and parents. Each grade level will communicate its grading policy to the students and parents at the beginning of the year.

Grading Scale for Grades K-2:

Standards based grading with quarterly report cards.

Grading Scale for Grades 3-8:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grading Scale for Grades 9-12:

A	90-100% = 4.00
B	80-89% = 3.00
C	70-79% = 2.00
D	60-69% = 1.0
F	0-59% = 0.00

All Honors-level courses will be awarded .5 Quality Points when calculating each student's GPA. All AP courses will be awarded 1 Quality Point when calculating GPA. Career and College Promise Courses taken through Rowan-Cabarrus Community College will carry either .5 or 1 Quality Points, depending on the specific course and program.

Grade Calculation Upper School

Final year grades are calculated as shown below.

$$\text{Semester 1} = (\text{Quarter 1} \times 40\%) + (\text{Quarter 2} \times 40\%) + (\text{Midterm} \times 20\%)$$

Semester 2 = (Quarter 3 x 50%) + (Quarter 4 x 50%)

Final year grade = (Semester 1 x 40%) + (Semester 2 x 40%) + (Final Exam* x 20%)

*If a student is exempt from the final exam, then the final year grade will be calculated as follows:

Final year grade = (Semester 1 x 50%) + (Semester 2 x 50%)

Transcripts

Official transcripts may be requested in person at the main office and require 72 hours' advance notice. Electronic transcripts will be provided free of charge, and hard copies furnished by the school will be provided to current students for free and to former students for a \$10 fee. Official transcripts for scholarship applications and final verification to colleges are free.

Student Letters of Recommendation for Post Graduation Applications

Students requesting a letter of recommendation should request them a minimum of two weeks prior to the date needed. Staff are not required to write the letter of recommendation but if they agree to do so, they will be expected to furnish the letter to the appropriate party within two weeks. A copy of the letter will be kept on file in the School Counselor's office.

Day-to-Day School Operations and Procedures

Attendance

At School, 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 they missed while out of school. Students or parents may arrange to pick up work missed during an absence after they return.

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

1. Illness/Injury
2. Quarantine
3. Death of an immediate family member
4. Medical or dental appointments (a note from the doctor/dentist office is required to verify the appointment)
5. Court proceedings
6. Religious observance
7. Inclement weather

Absences must be documented to be considered excused. Please do your best to inform the school of your child's absence by emailing contact@faithacademync.org by 9:00 am. At any point in the year that a student's excused absences are for an illness or injury, the principal may require a statement from the student's physician to excuse future absences. This action will automatically be recorded in PowerSchool. Absences will be considered Unexcused if a student misses school for any other reason or if the proper documentation is not provided within 6 days of the absence. Absences will be handled in the following manner:

Number of Absences	Follow Up
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Six (6)	Communication from Registrar
Ten (10)	Communication from Principal
Fifteen (15)	Meeting with Principal
Twenty (20)	Meeting with Principal, Counselor, and Executive Director

Regular and consistent attendance for all students is required. In addition to a minimum academic grade of 60, teachers may include attendance as a component of students' grades in order to receive credit for a course. However, no student shall receive a failing grade based solely on attendance. Any student who has more than 4 unexcused absences per semester, may be required to complete additional assignments in order to be granted credit for the course. In addition, students may not be permitted to make up assignments missed due to unexcused absences.

Students will be considered present for the day according to the following times, depending upon their grade level:

Grades K-8: Arrive before 11:30 AM or leave for early dismissal after 11:30 AM.

Grades 9-12: Arrive before 11:00 AM or leave for early dismissal after 11:00 AM.

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:

Number of Unexcused Absences

Follow Up

0-3

Infinite Campus will notify families of the absence

4-9

Infinite Campus will notify families of the absence

Letter sent home after Day 6

Possible Intervention Counseling

10+ Letter sent home after Day 10; Medical Excuse may be required for any further absences;

Required conference with Administration possibly 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:

Number of Absences Within a Course

Follow Up

0-3

Infinite Campus will notify families of the absence

4-9

Infinite Campus will notify families of the absence

Letter sent home after Day 6

Possible Intervention Counseling

10+ Letter sent home after Day 10; Medical Excuse may be required for any further absences;

Required conference with Administration possibly including the Lead Administrator and discussion regarding potential action in court for truancy violations as well as involvement of the Department of Social Services

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

*10 days consecutive absences without communication and approval from administration will result in the student being withdrawn from Faith Academy Charter School

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. Absences will be handled in the following manner:

Grades K – 8:

Number of Absences	Follow Up
0-3	Infinite Campus will notify families of the absence
4-9	Infinite Campus will notify families of the absence Letter sent home after Day 6

	Possible Intervention Counseling
10+	Letter sent home after Day 10; Medical Excuse may be required for any further absences; Required conference with Administration possibly 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:

Number of Absences Within a Course	Follow Up
0-3	Infinite Campus will notify families of the absence
4-9	Infinite Campus will notify families of the absence Letter sent home after Day 6 Possible Intervention Counseling
10	Letter sent home after Day 10; Medical Excuse may be required for any further absences; Required conference with Administration possibly including the Lead Administrator and discussion regarding potential action in court for truancy violations as well as involvement of the Department of Social Services 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

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). 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.

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.

Classroom Interruptions

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.

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.

When tardy, parents must park in a marked spot, and bring the student into the building for sign-in. For driving high school students, no parent is required, but excessive tardies may result in the loss of parking privileges.

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.

Early Dismissal 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.

Partial Attendance for Extracurricular, Athletic 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.

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 plus one). 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.

School Hours

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

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

- Every Friday there will be a 2 hour Early Release for students to allow for staff professional development and planning
- . Carline Drop-off/Arrival: 7:30 – 7:55 (7:05-7:25 High School)
- Carline Pick-up/Dismissal: 1:00 – 1:20 (12:30-12:50 High School)

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.

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 the whistle blows.
- 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.

Access to Education, Student Privacy, and Immigration Enforcement

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

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

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

1. Request identification from the officers or agents and photocopy it.
2. Request a judicial warrant and photocopy it.
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the School.
3. Request and retain notes of the names of the students and the reasons for the request.
 - a. If school site personnel have not yet contacted the students' parents or guardians, do so.
 - b. Do not attempt to provide your information or conjecture about the

- students, such as their schedule, for example, without legal counsel present.
4. Provide the agents with a copy of this Policy and Resolution No. ____
 5. Contact legal counsel for the School.
 6. Request the agents' contact information.
 7. Advise the agents that you are required to complete these steps before allowing them access to any school site or student data.

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 a student led conference 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

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](#)

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.

Middle School Special Event Attire Guidelines

The School recognizes the need for guidelines regarding attire for special events such as Middle School dances or Honor Society Inductions. Students (and their dates) must adhere to the following guidelines:

- 2 Straps are required on dresses – no requirement for the width of the strap.
- Excessive cleavage is not allowed.
- Dresses must not have a slit that comes higher than the knee.
- Dress length must be at minimum natural fingertip length - both front and back.
- No bare-skin midriffs permitted.
- Pants should be sized appropriately and should not sag below the hips.
- Shirts must remain buttoned up to the second button from the collar at all times.

If students have questions regarding the attire they would like to wear for an upcoming event, they may bring a photo of the front and the back of the outfit to their grade level Principal for approval prior to purchasing their prom dresses, suits, or sports coats.

Caring for Our School

We believe that children learn best in an orderly environment.

Teacher Responsibilities

1. Ensure that students have orderly places to work.
2. Supervise students in taking care of their classrooms, cubby areas and outdoor spaces.
3. Supervise children in cleaning all items that cannot be vacuumed in all areas you use.
4. Check to be sure all recess equipment has been collected at the end of recess.
5. Wash tables down after lunch every day.
6. Pick up visible trash off the floor.
7. Clean the whiteboard on a nightly basis.
8. Assist students in placing chairs on tables.
9. Lock doors and windows each night.
10. Hang the lost and found items up on the lost and found racks.

11. Turn off the lights.
12. Areas have been swept and cleaned up on a daily basis.

Student Responsibilities

1. Stack chairs on tables.
2. Clean-up project and art areas.
3. Pick up trash on the floor, including small pieces of paper, staples, paper clips.
4. Put away books and supplies.
5. Attend to plants and animals in the classroom.
6. Pick up trash when eating, playing outside, or in the courtyards.

Lunch and Snack Guidelines

Students will have time for a snack. Please pack snacks, a lunch, and a reusable water bottle daily. Please label your child's water bottle and lunch box with their name. (You may be asked to send nut-free snacks if determined by the classroom teacher). We encourage students to pack fruits or vegetables for their snack. Please pack a healthy lunch for your child, including a drink separate from their water bottle. **Lunch may not be brought in or delivered for students from outside restaurants.**

The following items are not allowed for a snack or lunch:

- Gum
- Candy
- Soda

Free and Reduced Price Lunches

During school registration, families respond to questions 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.

Food for School Events

School Events

When bringing food for school events, all food must be pre-packaged and unopened.

Classroom Events

Any additional classroom allergies must be considered if outside food is to be used or eaten in the classroom by the whole class.

Student Event and Field Trip Fees/Payments

Throughout the year, the school holds several sponsored events and field trips. Parents will be required to RSVP by the designated date for their child to be able to attend. In addition, payment for the field trip must be made by the deadline. If a parent RSVP's that their child will be attending the trip, they will be liable for the full cost of the trip. There are no refunds, and full payment will be expected by the payment deadline, as the school is expected to pay for tickets well in advance of field trips and cannot get a refund. Field trip/Overnight Trip fees must be paid by the deadline, and the permission slip must be signed for the student to be able to attend the trip. There will be no exceptions to this. All payments will be done through Campus Payments. If needed, cash payments can be made in the front office before the deadline.

Financial Assistance

If there is a financial hardship in the family, the parent/guardian should contact the finance office to request a financial assistance application. The Finance Director will communicate directly with the parent/guardian regarding financial assistance that can be provided for each event, fee, or trip. Requests for financial assistance must be received at least two weeks prior to the payment deadline to allow for adequate planning. Any partial payment required for those with financial assistance will still be due by the payment deadline.

School Event Eligibility

Students may not attend a school sponsored event (clubs, field trips, overnight trips, dances, athletic games etc.) if they have any outstanding fees due – including but not limited to technology, device repairs, club dues, athletic fees, etc. The Upper School Principal will not sign any prom date forms for other schools for students with outstanding fees. Seniors will not be eligible to walk at graduation unless all fees have been paid.

Field Trips and Overnight Trips

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).

Eligibility for Overnight Trips

1. Student must be in good academic standing (grades 5-12).
 - a. Student may not be failing any classes (F1 grade – cumulative grade for the year) - grades will be checked two weeks prior to field trips/overnight trips. If a student is failing any classes at that time, they may not be able to attend the trip or school event.
2. Students must meet the following behavior requirements:
 - a. Student may not have more than 5 Full Day In-School Suspensions;
 - b. Student may not have 3 or more out-of-school suspensions; and
 - c. Students may not have a 10-day suspension.
3. Student must meet the following attendance requirements:
 - a. Students may not have more than 10 absences (excused and unexcused), and
 - b. Students may not have more than 10 unexcused tardies or early dismissals.
4. The permission slip must be received by the due date.
5. Payment must be made on time per the due dates scheduled for the field trip and overnight trip information.

6. Students may not have any outstanding fees due, including but not limited to technology, repairs, club dues, athletic fees, etc.

No refunds will be given for students who become ineligible to attend the trip due to one of the reasons above. All final decisions regarding student participation on overnight trips are at the discretion of the administrative team.

Overnight Trip Parent and Student Expectations

Overnight trips are optional for all students. Students not in good academic and behavioral standing will not be able to attend trips as they are offered. Deposits and payments made towards trips are nonrefundable, as vendors are paid well in advance of trips and will not refund the money to the school. Student accommodations will be made on trips per the student's IEP or 504 Plan, but special accommodations for dietary requests, rooming preferences, and parent or student desires will not be honored.

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.

Starting a New Club at School

FACS offers many opportunities for students to become involved in clubs and other extracurricular activities. However, students may have an idea or interest and want to have a new club on campus to meet their particular goals. Students should share their interest and plan with a staff member and they can work on the recommendation together. For a new club to be established, the following procedures must be adhered to:

1. **Acquire sponsorship from a staff member.** Every club must have a faculty member willing to serve as the advisor/sponsor for the club. The faculty member must agree to attend all club meetings.
2. **Recruit members.** Each club must have no less than three members to be recognized as a club.
3. **Develop the club's vision/objective.** The club's vision must be aligned with the mission of the School. The club must also clearly state its objective.
4. **Present the club's vision to the administration for approval.** Once the club has a faculty advisor, members, and a vision/objective, it must be presented to the Lead Administrator for approval. This should be done before the club participates in any events on or off campus. The Lead Administrator will notify the faculty advisor within one week of the presentation.
5. **Submit the club's documents to the administration.** The documents below should be submitted to the Lead Administrator no later than 10 school days following the notification of the club approval.
 - Club Information Form
 - Action Plan/Events Calendar
6. **A club application will be denied for the following reasons:**
 - Serving the same or similar purpose as another club that currently exists;
 - Requiring mandatory fees from members;
 - Requiring transportation off campus;
 - Requiring off-campus duties to be functional or to fulfill the club's purpose;
 - Requiring activities that must obtain permission slips; and/or
 - Requiring physical fitness waivers or medical clearance.
7. Clubs may not raise money for their operation and may only raise money for charitable purposes with the written approval of the Lead Administrator.

The School shall comply with the federal Equal Access Act, which guarantees inclusion and non-discrimination with respect to extracurricular clubs. The School does not discriminate nor sanction the views/objectives/vision of any club.

Drivers' Education and Driving Privileges

Driver's Education Classes

If your student is at least 14 ½ years old, they may register to take Driver Education with Rowan-Salisbury Schools, or a private company. Residency in Rowan County does not determine Driver Education eligibility; where the student attends school is the determining factor. Because FACS is in Rowan County, students attending our school take Driver's Ed through Rowan-Salisbury Schools. Classes are held online or at nearby traditional public school campuses such as Carson and East Rowan High School. Once students have completed both the classroom piece and the driving portion, they can apply for a Learner's Permit at the DMV when they turn 15 years old. Students must bring a Driving Eligibility Certificate when they apply for the Learner's Permit. Please allow 72 hours from the time you request the certificate in the front office to when you pick it up, as we need to confirm that the student is in good standing and has the certificate signed by the Director.

Parking on Campus

Students are eligible to park on campus provided they have a parking pass and meet the following guidelines; however, it should be noted that parking on campus is primarily a Senior privilege. As spots are available beyond the needs of the senior class, they will be made available to juniors.

Students must make adequate academic progress (passing at least 70% of the maximum possible courses each semester and meeting promotion standards established by the School).

Any out-of-school suspensions, multiple violations of the Honor Code or Student Behavior Code, or outstanding financial obligations may result in immediate loss of driving privileges for the remainder of the semester. Driving to school/parking pass privileges may be revoked for more than a semester if deemed necessary in the sole discretion of the school administration.

Student drivers requesting a parking spot are required to bring the following to the office:

1. A copy of proof of insurance for the car or cars they will use while parking on campus.
2. A copy of the student's driver's license.
3. A copy of the Driver's Ed completion certificate (the school may have it on file from when the Driver Eligibility Certificate was given). Students who have not taken Driver's Ed cannot park on campus (regardless of their age).
4. \$50 for an annual parking pass. Please note that parking pass fees are nonrefundable and non-transferable and that there is a \$10 charge to replace a lost pass.

5. Completed Parking Permit Request Form.
6. Parking passes will not be given to students with an outstanding financial obligation.
7. Students who park on school grounds or at any surrounding property without a valid parking permit will face disciplinary consequences.
 - 1st offense: 1 day after-school detention assigned and a \$10 daily parking fee.
 - 2nd offense: 2 days after-school detention assigned and a \$10 daily parking fee.
 - 3rd offense: suspension until a parent conference is held.

Please Note: *Parking on campus is not a right but a privilege and choice. To protect the health and safety of all our students and staff, student vehicles parked on school property are subject to search by any authorized school personnel or law enforcement agencies when there is a reasonable suspicion that a student may be in violation of school policy or law. See Student Search and Seizure Policy, below, for more information.*

In addition to the requirements above, student drivers must adhere to the following policies:

- Student drivers must observe all North Carolina General Statutes and all School driving rules; this includes obeying all traffic laws, signs, and noise ordinances, not speeding or making excessive noise by spinning wheels or playing loud music.
- For student drivers under 18 years of age, all state laws shall be followed, including those laws addressing the number of underage students and passengers allowed per driver. Student drivers under 18 are not to use a device (i.e., cell phones, tablets, GPS Nav systems, iPod/device sound systems) while the car is in motion.
- Student drivers cannot sit in their vehicles during the school day. Written permission from the Office must be obtained to enter their vehicles during the day to retrieve forgotten items.
- Student drivers must notify the administration immediately if they are involved in an accident on school grounds. This includes any minor damage to another vehicle. Students causing an accident on campus may have their parking permit revoked.
- Student drivers must park in their designated space.
- Students and their parents are specifically reminded to be vigilant regarding the contents of their vehicles when they are on school property. The student driver shall not keep illegal, dangerous, or inappropriate items in the vehicle. These include, but are not limited to, alcoholic beverages, drugs, tobacco products, or weapons. NC law prohibits and deals harshly with weapons and illegal substances in vehicles on school property.
- Passengers in vehicles should always adhere to seat belt laws on school property.
- Careless or reckless driving may result in suspension of campus driving privileges.
- The student driver will remain conscious of their presence on a family-oriented campus. Driving habits should demonstrate defensive driving techniques and extreme caution.

Driver's Eligibility Certificate

Faith Academy Charter School does not provide free driver's education courses, but the school does facilitate registration at the student's base school. Students are responsible for any and all fees assessed by the base school for participation in the course. After completing driver

education, students who plan to get their driving permit must obtain a Driver Eligibility Certificate from our main office. They must bring a birth certificate and a driver's education certificate when requesting an eligibility certificate, **and should** allow at least 3 days to get the eligibility certificate.

Dropout Prevention/Driver's License Legislation

North Carolina House Bill 769 became effective December 1, 1997, and reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation requires that a student's driving permit or license be revoked if a student cannot maintain adequate progress or drops out of school. Adequate progress is defined as passing 70% of all courses and is determined by first- and second-semester grades for schools on block scheduling. In rare cases, there may be circumstances beyond the control of the student or his/her parents that qualify as a hardship. If a hardship exists, the student may request a waiver. If the waiver is granted, the legislation would not affect the student. Hardship cases are rare and are reserved for extreme situations. Hardship review forms are available at our school.

Lose Control, Lose Your License Legislation

North Carolina Senate Bill 57, which became effective July 1, 2000, requires that a student's driving permit or license be revoked for one year if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for one of the following reasons:

- The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.
- The possession or use of a weapon or firearm on school property that resulted in disciplinary action under G.S. 115C-391 (d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school.
- The physical assault on a coach or other school personnel on school property.

School property is the physical premises of the school, school buses, or other vehicles under the school's control or contract used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school.

Unlike the "Dropout Prevention/Driver's License" law that only affects students under the age of 18, the "Lose Control" law does not stop at age 18. It is possible for a student to have his or her license suspended as a 17-and-a-half-year-old and not be eligible to drive for a full calendar year, reaching 18-and-a-half before again being eligible to drive.

Personal Items

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.

Student Search Policy and Procedures

To maintain order in the school and to protect the welfare of students and the school community, school officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the legal rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception, permissible in scope, and conducted using narrowly tailored methods to be minimally intrusive. School officials shall make reasonable and good-faith efforts to investigate allegations of misconduct before a student search is conducted.

This policy applies to searches conducted on school grounds, in school facilities, or at school-sponsored events. This policy does not apply to technology, which is addressed through other policies.

Searches Based on Individualized Reasonable Suspicion

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction.

Reasonable suspicion is not required if a student's parent or guardian freely and voluntarily consents to the search of their person or possessions.

In accordance with the standards described above, the Board authorizes the following types of searches based on reasonable suspicion:

Searches of Personal Effects

School officials may search a student's desk, locker, and/or personal effects, including but not limited to purses, book bags, and clothing not currently being worn by the student. School officials may also request that the student empty pockets, remove shoes and outerwear. School officials may also search a student's personal electronic devices pursuant to the school's Wireless Communication Device policy.

Searches of Motor Vehicles

Students are permitted to park on school premises as a matter of privilege, not by right. The school retains the authority to conduct routine patrols of student parking lots and inspect student automobile exteriors on school property. School officials may search the interior of a student's vehicle based on reasonable suspicion. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

"Pat-down" Searches

A school official may conduct a frisk or "pat-down" search of a student's person. A school official must conduct the search in private with an adult witness present. Both the school official conducting the search and the adult witness must be the same sex as the student.

More Intrusive Personal Searches

More intrusive personal searches are discouraged and will be used only in very limited circumstances. A personal search is more intrusive when it extends beyond a student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that a search of a particular student will yield dangerous contraband (e.g., drugs or weapons); (2) the school official has reasonable suspicion that the student has hidden the contraband in their undergarments. This search must be conducted in private by a school official of the same sex as the student, with an adult witness of the same sex present, and only with the prior approval of the Lead Administrator/Principal or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures.

Body cavity searches and searches that require a student to completely disrobe are strictly prohibited.

Metal Detectors and Breathalyzers

Except as provided in the Section below, a metal detector may be used to search a student's person and/or personal effects. A school official must conduct the search, which will be done privately, when feasible. In addition, a breathalyzer test may be administered based on reasonable suspicion that a specific student is under the influence of alcohol or has recently consumed alcohol. A school official must conduct the breathalyzer test and will be done in private, when feasible.

Suspicionless General Searches

In an effort to maintain a safe, drug-free, and weapon-free learning environment, school officials may conduct certain types of general, suspicionless searches in the schools. All general searches must be conducted in a minimally intrusive, nondiscriminatory manner (e.g., all students in randomly selected classrooms, every third individual entering a school-sponsored extracurricular activity, etc.) and may not be used to single out a particular individual or category of individuals. The searches must be conducted in accordance with standardized procedures established by the Lead Administrator/Principal or their designee.

When conducted in accordance with the standards described above and any corresponding procedures, the board authorizes the following types of general suspicionless searches.

Searches of Desks

School officials may conduct routine searches of student's desks. Student desks are school property and remain at all times under the control of the school. However, students are expected to assume full responsibility for the security of their desks and lockers. Student desks may not be used to store illegal, unauthorized, or contraband materials.

A student's personal effects found within a desk, such as a backpack, gym bag or purse, may be searched only in accordance with the guidelines for individualized searches of personal effects described in Section A, above.

Point-of-Entry Metal Detector Searches

Due to the problem of weapons in schools, school officials may use metal detectors to conduct general point-of-entry searches of students and other persons for weapons.

Use of Trained Dogs

With the prior approval of the Lead Administrator, and in conjunction with local law enforcement, school officials may use trained dogs (canines) to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff students or other persons under any circumstances. Except as set forth above, no students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

Seized Items

Any illegal contraband seized by school officials shall be promptly turned over to the proper law enforcement authorities.

Failure to Cooperate

A student's failure to cooperate with a reasonable search or seizure as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences.

Notice

School principals shall take responsible steps to provide notice of this policy to students and parents at the start of each school year.

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 exclusion from school. The parents or guardians will be asked to pay for the property the student has damaged or destroyed. Students with 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, food, or gifts for students in the main office. Parents who deliver items for students (lunches, athletic equipment, etc.) should be aware that we do not deliver items to students (with the exception of Lower School students); they may pick up items in the office at lunch and after school. Every effort should be made to refrain from dropping off forgotten items. Only lunches, athletic uniforms on game days, and eyeglasses will be accepted in the front or middle school offices. Homework, iPads, musical instruments, and additional coats or umbrellas will not be accepted unless extenuating circumstances exist. We believe in encouraging student responsibility and would ask parents not to return to the school with forgotten items.

Inclement Weather 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/>
- An announcement posted on Facebook
- FACS Mass communication email/text/call system (Infinite Campus Messaging)
- TV Channel 3 (WBTV) and TV Channel 9 (WSOC)

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.

Emergency Data

Every family must provide Emergency Contact Information to the school. Please communicate any changes to the information throughout the year by emailing Tara Beaver, tara@chartersuccesspartners.com.

Visitors

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.

Volunteers

The staff at FACS welcomes volunteers! Parent volunteers are a huge piece to the success of our school. All volunteers must adhere to the volunteer requirements outlined below 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 of amount, on an occasional or regular basis at the School or School activities. The School 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 the School and the health and safety of our students and teachers. Volunteers in large group functions may not be subject to all the same service requirements.

All volunteers at FACS are required to:

1. Have a background check, including a Sex Offender Registry Check, performed through the School's third-party vendor on file dated within the last two calendar years.
2. Complete, sign, and date the Volunteer Policy and Confidentiality Agreement Acknowledgement.
3. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.

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 the School.

Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.

The Lead Administrator or her/his 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 the School. The Executive Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Executive Director 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.

All volunteers must report directly to the School office when they arrive and should sign in as visitors. The School office and/or the background check company will provide an official badge identifying the volunteer, which must be worn at all times.

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.

Volunteers work in partnership with, under the supervision of, and at the request of the School administration and staff. Volunteers are expected to abide by all Board policies, procedures, and School rules when performing their assigned responsibilities.

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, it must immediately be communicated to someone in authority at the School.

Volunteers shall not use information learned or acquired during 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 serving as a class parent.

Volunteers are to serve as positive role models. School volunteers must always:

- Use appropriate language
- Dress appropriately
- Discuss age-appropriate topics
- Refrain from inappropriately touching students

Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.

Volunteers are prohibited from administering medications of any kind to students.

Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of School personnel.

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.

Volunteers may not take students off School property without the written permission of parents and School personnel.

Volunteers must leave children who are not enrolled in the School at home when volunteering.

The school does not tolerate any kind of racial, ethnic, disability, gender discrimination, or sexual harassment by volunteers of the School, and it is expected that all volunteers will comply with the School's policies related to such matters. If the volunteer has been an educator, the School will ensure that they are not on the State Board of Education Revoked License list. Any individual on the State Board of Education Revoked License list shall be barred from serving as a volunteer at the School.

Parent Concerns

FACS encourages the involvement of parents in their child's education. If you have a concern regarding your child, please contact your child's teacher first. As a parent, you may request a conference with the teacher at any time. Please make these arrangements directly with your child's teacher. If you feel that your concern has not been handled by the appropriate teacher, then you can contact your child's Principal.

Resolution of Student Issues

If a parent wishes to meet to resolve a classroom/student issue, we encourage them to contact the appropriate staff members in this order:

1. Student's Classroom Teacher
2. Dean of Students
3. Grade Level Principal
4. Lead Administrator

Grievance Policy for Parents/Guardians/Students

This policy is in place to respond to parent/guardian/student grievances. Grievances may only come from current students or parents/guardians of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If they are not satisfied with the teacher's response, they should then set a meeting with the grade-level Principal. At that meeting, the teacher, grade-level Principal and parent/guardian 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 Director. Similarly, if a guardian/parent/student disagrees or has an issue with a policy or procedure at the School, the guardian/parent/student should set a meeting with the Director. If the guardian/parent/student feels that their issue is still a concern after meeting with the Director and the issue meets the definition of a grievance set forth below, the guardian/parent/student may initiate the grievance procedures as described below. Many issues that a guardian/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.

Definition of a grievance

A grievance is defined as a formal written complaint by a current parent of a student stating that a specific action has violated a School policy, board policy, law, or regulation. Complaints that do not raise an alleged violation of a School policy, board policy, law or regulation do not raise grievance issue and are not subject to these procedures. In addition, a grievance does not include disagreements on day-to-day operation issue, personnel matters, schedules, or student discipline unless they violate a specific policy, law, or regulation. Additionally, a grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the School's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints. Even if a complaint constitutes a grievance, a

grievance will only be considered eligible for the Grievance Process if the employee demonstrates that they have attempted to have their concerns addressed by their supervisor. Only current parents/guardians or student may bring a grievance under this Policy.

Time Limits

A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the Director. The fifteen-day deadline may be extended at the discretion of the Director.

The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the Director, and the grievance meets the definition set forth above, the guardian/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 guardian/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 Director of the School and to the Chair of the Board of Directors. If the Director of the School 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: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting, the Board of Directors will review the facts and notify the parties in writing (email is accepted) if further action is necessary. If the board decides that it needs additional time to consider the grievance, gather information, and/or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal notice and the opportunity to attend the meeting. Once the board reaches a decision on the grievance, the Board will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there is no appeal rights to the Board. Notwithstanding any other provision, the Board may conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator, at any time.

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. While we do not ask our families to provide or pay for their devices, we do ask that all students and parent sign and adhere to the Technology Acceptable Use Policy.

Video Monitoring

School recognizes that the use of video monitoring/surveillance systems is 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 School business.

Administrators or the Board may use a video recording of actions by students 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.

Cellular Phones and other Wireless Communication Devices Policy

Section 1. Overview

North Carolina recently joined more than 20 other states and the District of Columbia by passing a law that restricts the use of cellular phones and other wireless communication devices during the instructional time. The law and this policy recognize that such devices can disrupt the learning environment and should therefore only be permitted by students in limited and clearly defined circumstances.

A Wireless Communication Device is a wireless, portable device that can provide voice, messaging, or other data communication between two or more parties. The following is a non-exhaustive list of wireless communication devices prohibited by this policy: cellular phones, laptops, gaming devices, smart watches, and any personal technology device.

Section 2. Exceptions

Wireless Communication Devices are not allowed during instructional time except for the following situations:

- 1) When expressly authorized by a teacher for educational purposes.
 - a. A teacher must clearly state the intended educational purpose to students and shall have documentation available to support the use (e.g., lesson plans detailing why devices would be needed).
 - b. The teacher shall only allow devices for the duration and purpose allowed.
- 2) When expressly authorized for a teacher for use in an emergency.
- 3) When required by the student's individualized education program or Section 504 plan;
- 4) As required to manage a student's health care, in accordance with a documented medical condition.
 - a. Students who need wireless communication device to manage health care must request access from the school and as part of that request, must provide documentation from a licensed medical professional outlining the necessity of access to the device.
 - b. If approved by administration, students with documented medical condition shall be granted permission to use the wireless communication device only as necessary for their condition.
 - c. The school shall make accommodations as needed to ensure the student has access to their device but without compromising the educational environment.

Section 3. Procedures

Students in grades k-12 are discouraged from bringing any wireless communication device to school, as such devices often lead to unnecessary classroom disruptions. If students do bring such devices, however, school policy requires that they are not used during instructional time, except as allowed under the exceptions in Section 2. Any device on a person during instructional time must be turned off and put away. Having the device on airplane or silent mode is not sufficient and could subject the student to discipline.

Section 4. Consequences

The first violation of this policy is a Class 2 violation under the Student Code of Conduct. Disciplinary measures can include parent/guardian notification; after-school detention; permanent ban of wireless communication device on campus; and/or ISS.

Repeated violations of this policy will lead to more serious consequences in accordance with the school's Code of Conduct.

Section 5. Implementation and Training

The Superintendent or their designee shall develop procedures to implement this policy, including how to confiscate wireless communication devices if necessary.

The school is not responsible for lost, damaged, or stolen devices.

All staff members shall receive training annually on this policy and its enforcement.

Section 6. Communication

This policy shall be communicated to students, parents/guardians, and staff members through appropriate channels, including but not limited to student handbooks, parent newsletters, and staff meetings. The policy shall also be submitted to the Department of Public Instruction (DPI) as required by law; DPI shall also receive the revised version of this policy any time it is modified.

Section 7. Legal Authority

This policy aligns with North Carolina General Statute § 115C-76.100.

Student Camera Phones/ Recording Devices

Students are prohibited from audio or visual recording of teachers, classrooms, lessons, or students while on campus during school hours unless express permission is given by their teacher, an administrator, or the Lead Administrator.

Student Technology Acceptable Use Policy

Students are offered access to the FACS network for creativity, communication, research, and other tasks related to the academic program. All use of computers, iPads, 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. Using the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for their actions in accessing and using the school's computer network and technological resources.

1. **Privacy:** The School 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 School property. Furthermore, students should have no expectation of privacy in any location or on any network while utilizing school-issued technology.
2. **Cyber-Bullying:** The School prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube), video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the School during or outside School hours and on or off School premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web filtering is prohibited, including but not limited to VPN sites, browser extensions, etc.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media, devices or network drives. Software installed by anyone other than the network administrator will be removed and disciplinary action will

follow. 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. Please refer to the Honor Code for the consequences for copying the work of another student. 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. Attempting to access the network without proper authorization and hacking is expressly prohibited. Users are to use their own username and password when using a school-issued device or student account. Users must log off shared devices when they are finished with their work and are not to log on to a device 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 the School makes efforts to ensure the safety and integrity of data, the School makes no warranties of any kind, expressed or implied, for its service. The School will not be responsible for any damage to data.
7. **Storage:** Users are to delete their files and materials they no longer need. Students should not store personal documents, images, videos, or other digital material on school devices or school-maintained accounts (Google Drive, OneDrive, O365, Canvas, etc.).
8. **Passwords:** Students are reminded not to share passwords with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students, faculty, or staff members.
9. **Email:** All email correspondence on the School system, the laptop/iPad, or in the student's assigned email account is the property of the School. Documents and other files created by the students and located on the laptops or the School computer system are also the property of the School.
10. **Data Sharing:** Students may not transfer, email or air drop photographs or videos. Doing so will be addressed according to the school's discipline policy.
11. **Daily Student Expectations:** Students who are assigned a school electronic device are responsible for making sure the following:
 - a. The device is completely recharged before classes start for the day.

- b. Students will need to bring their device to school every day. Failure to do so may result in a failing grade on assignments that require using the device for that day.
- c. Students are only permitted to use laptops/iPads during class when authorized by a faculty member and only for the purpose stated by the faculty member.
- d. Students may not remove electronic devices from the protective cases provided to them. If a student needs to remove the tablet from the case for any reason, they must first have it approved by the IT staff.
- e. iPads will not be allowed to be used at lunch. The iPad must be stored in the student's backpack.

12. Personal Cell Phone Use: Cell Phones may not be used during the school day and are not a replacement for the school-issued technology.

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.

- Revocation or limitation of electronic device access privileges;
- Temporary or permanent confiscation of the student's electronic device;
- Disciplinary action as provided for in the discipline policy; and/or
- Any other sanctions or remedies provided by the law.

Internet Safety Policy

Introduction

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

Definitions

Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

Harmful to Minors

The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Child Pornography

The term “child pornography” means any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- b. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- c. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17.

Inappropriate Network Usage

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system’s filter should bring the website to the attention of the principal. The principal shall confer with the technology director to determine whether the site or content should be unblocked. The principal shall notify the student or teacher promptly of the decision. The decision may be appealed through the school system’s grievance procedure.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

All users of the school system’s technological resources are expected to comply with the requirements established in the student technology acceptable use policy. Users are prohibited from: (a) attempting to gain unauthorized access, including “hacking” and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

Education, Supervision, and Monitoring

To the extent practical, steps will be taken to promote the safety and security of users of the school system’s online computer network, especially when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet

Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The Technology Director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

1. The standards and acceptable use of Internet services as set forth in the student technology acceptable use policy.
2. Student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. Compliance with the E-rate requirements of the Children's Internet Protection Act.

Following this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of Technology Responsible Use.

The Lead Administrator shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Student Health and Wellness

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 nurse.

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 they present symptoms of a reportable disease. 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.

School staff make every effort to reduce the prevalence of disease-causing organisms by ensuring the environment's cleanliness, emphasizing frequent handwashing 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. Most 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.

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.
- **Fever:** The parent/guardian of any student with an oral temperature >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.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student cannot be picked up and must

remain at school, they will remain in the nurse's office until a parent can pick them up. 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: Students are** excluded from school if they have more than three to four sores until they are seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until the physician's approval is given and the 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 those who cannot maintain good personal hygiene.
- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, or 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 exhibiting symptoms of pink eye should be evaluated by their medical provider. The student may return when treatment has begun, the eye has minimal drainage & the student is able to keep their hands away from their eyes. The student is allowed to return to school with a physician's approval.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever-free for 36 hours.

If a student has a communicable disease—including but not limited to HIV/AIDS, hepatitis B, and tuberculosis—the parents are encouraged to notify the school nurse. This information will be kept confidential in accordance with the law.

If notified that a student suffers from such immunodeficiency, the school nurse 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 nurse will notify the parents or guardians (or the student himself where appropriate) of an infected or immunodeficient student 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

North Carolina law requires immunizations for every child present in this state. Every parent, guardian, or person in loco parentis is responsible for ensuring their child(ren) receive the required immunizations. It is the responsibility of the parent, guardian, or person in loco parentis to provide the immunization record of each school-age child to the school no later than 30 days after the child enters school, or the child will be suspended from school until a valid immunization record can be provided.³

EFFECTIVE JULY 1, 2015, THE FOLLOWING ARE REQUIRED IMMUNIZATIONS:

Kindergarten Required Vaccines

Vaccine	Number of Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*
Haemophilus Influenzae type B (Hib)	4 doses*
Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	2 doses*

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

7th Grade Required Vaccines

Adolescents should be current on all the vaccines required for kindergarten entry.

In addition:

- Meningococcal conjugate vaccine (MCV) – 2 doses
 - One dose for individuals is required upon entering the 7th grade or by 12 years of age, whichever comes first.

- o Booster dose for individuals is required entering the 12th grade or 17 years of age, beginning August 1, 2020.
- o 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
 - o A booster dose of Tdap is required for individuals who have not previously received Tdap and are entering 7th grade or by 12 years of age, whichever comes first.
 - o School Entry from 6th to 7th Grade

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

Garrett's Law

North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papillomavirus (HPV), and their vaccines. This important information is available online for parents/guardians on our website.

First Aid and Emergency Care Procedures

In the event of a serious injury to a student, staff member, or visitor, school staff are responsible for instituting appropriate first aid procedures.

First Responders

A first responder is defined as a staff member who:

- is currently certified in CPR/AED and First Aid by the American Red Cross (ARC) or the American Heart Association (AHA);
- is trained in OSHA procedures;
- is available to aid in school emergencies;
- has been offered the hepatitis B vaccine; and
- agrees to follow the first aid procedures the ARC and AHA set forth.

The School shall maintain current information on students, including:

- parent/guardian's name
- where the parent/guardian can be located during the school day
- emergency contact(s) other than parent/guardian
- the name of a licensed health care provider.

The School shall maintain staff's current emergency contact information.

The School will make AHA Heartsaver First Aid and/or ARC Standard First Aid and Safety classes available for designated school personnel.

First Aid Response: General

- School employees are expected to act *in loco parentis*. They are not expected to determine the cause or extent of injury.
- School-designated First Responders will follow procedures in accordance with ARC or AHA certification.
- An Incident Report Form must be completed within 24 hours whenever school personnel provide first aid for an injury serious enough to warrant parental notification, and when the incident occurs during the school day, at school after events, on field trips, or during athletic events or practice. If blood or body fluid exposure occurs, the school nurse must be contacted within 2 hours, or as soon as possible. The school nurse reviews Incident/Injury Reports to ensure adherence to school first aid and OSHA regulations.
- A 911 Call report must be completed and submitted to the superintendent by the supervising adult on the day of transport or by the morning of the next school day for athletic injuries. "911 Call" reports are accessible online to school staff.
- A trainer or coach trained in CPR/First Aid must attend every athletic event.
- Students with health problems requiring special care shall have an individualized Health Plan on file, available in the school office and health room.
- A sick or injured student can be released only to parent/guardian(s), listed emergency contacts, or Emergency Medical Services (EMS) personnel.

First Aid Response: Emergencies

- Staff members are responsible for calling EMS (911) when necessary in an emergency. Administrators and parents must be notified as soon as safely possible after EMS has been called.
- School staff or students are not to transport students in their own cars for emergency treatment.
- Under all circumstances, upon arrival at a school, EMS personnel will become the primary care providers of the injured party for whom they were called. School personnel will remove other students and staff from the scene to allow EMS personnel space and safety to deliver appropriate care.
- EMS personnel responding to a school or school-sanctioned event will attempt to contact the school nurse or certified athletic trainer (AT) on site.
- In cases where a school nurse, AT, or administrator who knows of an existing health condition, any Health Plans on file or other documents that contain pertinent medical history, medications, allergies, and special directions that may aid the school system

and paramedics in assessing the correct disposition of the child will be provided to EMS staff.

- If transportation of the child is found to be necessary by the paramedic or desired by the person acting in loco parentis, then the destination shall be determined by which facility would be most appropriate for the specific condition of the child as best determined by both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.
- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school personnel will accompany the student during transport. They will remain with the student until the parent/guardian assumes responsibility.

First Aid Response: Injuries and Illness

- Care for injuries and sudden serious illness in the school setting will be in accordance with the American Red Cross or American Heart Association guidelines.
- Parents/guardians will be called when a student's condition prevents participation in normal school activities.
- Students with an undiagnosed rash may be excluded from school. If excluded from school, readmission is contingent upon a note from a physician, being symptom-free, and receiving appropriate treatment.
- Students will not leave or be sent home from school if unattended when exhibiting symptoms of illness for diabetes, head, back or abdominal trauma, severe stomachache, seizures, fainting/dizziness, fever > 100 degrees Fahrenheit (oral), vomiting, diarrhea, or active bleeding.

First Aid: Loss of Change in Level of Consciousness or Concussion

- A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of consciousness.
- Nurses, First Responders, PE teachers, Coaches, Assistant Coaches, Athletic Trainers will comply with concussion safety requirements set forth in the Gfeller Waller Concussion Awareness Act of 2011.
 - Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.
 - Students may not continue in physical education until a note of clearance is received from a licensed healthcare provider.

- o Any middle or high school athlete with a suspected concussion will not be permitted to return to any participation in practice or event until a written release is provided to the school from a healthcare provider with expertise in the management of concussion
- Athletic Trainers will be in charge of guiding return to play progression and have the authority to withhold play.
- Coaches, Assistant Coaches and student athletes must adhere to guidelines set forth in the Athletics Emergency Action Plan.
- All coaches, school nurses, athletic directors, first responders, volunteers, student athletes and parents of student-athletes must be provided annually with concussion and head injury information.
- The School will retain records of training and concussion incidents.

Do Not Resuscitate Orders

In accordance with First Aid and Emergency Care Procedures, it is within the scope of the duty of teachers and other employees to give emergency health care when delay would seriously worsen the physical condition or endanger the life of a student or other person.

Because of the complexity and severity of the medical conditions of medically fragile students, parents or guardians sometimes may request that school personnel not resuscitate a child in the event of cardiac or respiratory arrest. However, the School believes that implementation of Do Not Resuscitate (“DNR”) orders is not consistent with the duty to protect the health and safety of students. Therefore, it is the policy of the School that school employees will neither accept nor honor DNR orders.

When a student with special health needs is enrolled, appropriate school personnel will determine whether an individualized health plan needs to be prepared for the student. School personnel will consult with the student’s parents, school health officials and the student’s physician, as appropriate, in making the determination. Individualized health plans should be reviewed annually to ensure the student’s health needs are met.

If a school official receives a written DNR request from any student’s parent/guardian and physician, appropriate school personnel will review the student’s current health plan to determine whether it is still sufficient and make necessary adjustments. In the rare event that parents and physicians can demonstrate that special circumstances justify alternate life-sustaining approaches, school personnel, in consultation with the parents and physician, may create an individually-designed medical resuscitation plan for the student. Such a plan shall not prohibit life-sustaining activities, but may describe emergency procedures appropriate to the individual student.

In the event of cardiac or respiratory arrest of a student, the following procedures will apply:

1. Emergency Care will be administered, including CPR.
2. Emergency Medical Services (911) will be activated.
3. EMTs will assume responsibility for the student when they arrive.
4. The parent or guardian will be notified as soon as possible.

It is the intent of the School that the underlying principle of any response to a DNR request is that no student is to be denied the fullest, genuine, appropriate efforts to preserve life and health.

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**:

- 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:
 - The student has a diagnosis of asthma, anaphylaxis, or diabetes
 - Self-administration of required medications is part of the student's treatment plan
 - The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
 - The name or type of medication that the student may self-administer while in school or during school sponsored activities
- The student's parent/guardian must submit a completed **"Request for Medication Administration in School"** form
- 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.
- 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.

- The student must demonstrate to the school principal or his/her designee the knowledge, competence, and skills necessary to self-administer medication.
- 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. Examples of health conditions that the school needs to talk to parents about include diabetes, asthma, severe allergy, seizures, sickle cell disease, etc. Please provide all information from the child's physician.

The Department of Public Instruction shall 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 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), the **Severe Allergy Care Plan, Diabetic Plan, and other health condition plans** can be obtained from the child's physician. If assistance is needed, please contact the School Nurse.

Food Allergy Policies for Snack and Lunch Time

- Parents and students are encouraged to pack a healthy snack.
- 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 with the school nurse.
- All trash from lunch must be disposed of in the designated classroom trash can.

Lunches

Food should 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 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. 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.

Mandatory Reporting Policy

Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child as per the School's Child Abuse Reporting Policy. These reports should be made directly to the Department of Social Services where the child resides. Reports can be made by calling the Rowan County Department of Social Services. If a report is made, it must be reported to the Lead Administrator immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and Lead Administrator.

In addition to cases of abuse, neglect, dependency, and maltreatment, under N.C.G.S. §14-318.6, any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under N.C.G.S. §14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found. If a report is made, it must be reported to the Head of School immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and/or the Head of School.

Student Discrimination, Harassment and Bullying Policies

Please see the earlier section and the Attachments in this handbook regarding Non-Discrimination for more information.

McKinney-Vento

The McKinney-Vento Education of Homeless Children and Youth Assistance Act is the primary legislation dealing with the education of children and youth experiencing homelessness. The Act is also known as Title X, Part C of the Every Student Succeeds Act.

The term "homeless children and youths" is defined by the McKinney-Vento Act as

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth experiencing homelessness have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local attendance area school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is the parent's, guardian's, or unaccompanied youth's preference. If the school district believes the school selected is not in the student's best interest, then the district must provide the parent, guardian, or unaccompanied youth with a written explanation of its position and inform him/her of the right to appeal its decision.
- Receive transportation to and from the school of origin, if requested by the parent, guardian, or local liaison on behalf of an unaccompanied youth.
- Receive educational services comparable to those provided to other students, according to the student's needs.

These rights are established under the McKinney-Vento Homeless Assistance Act. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition (see above).

Parent Resources regarding the NC Homeless Education Program (NCHEP) can be found [here](#). Student Resources regarding the rights of Children experiencing homelessness can be found [here](#).

NCHEP is dedicated to ensuring that all children and youth experiencing homelessness have access to the public education to which they are entitled under the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act. NCHEP works towards this goal by ensuring that North Carolina's state policies are in compliance with federal law, by providing technical assistance to North Carolina's local homeless education liaisons, and by providing informational and awareness materials to educators and other interested community members throughout North Carolina.

The McKinney-Vento Dispute Resolution Policy is available in [Attachment A](#).

School McKinney-Vento Liaison: Jenna Wilson, 704-603-8437

Student Discipline Procedures

Code of Conduct

Purpose and Description of the School's Code of Conduct

Faith Academy Charter School is committed to allowing every student to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation. We must provide a positive, safe, and orderly environment for our students, staff, and families to fulfill this mission. Faith Academy Charter School believes that a consistent code of conduct is critical in building that environment. It reflects what the school believes to be reasonable expectations of conduct for all members of our student body.

The importance of a code of conduct is reinforced in North Carolina state law (G.S. 115C-288), stating, "The principal shall have the authority to exercise discipline over the pupils of the school under policies adopted by the local board of education in accordance with G.S. 115C-390.11 through G.S. 115C-390.12."

Faith Academy Charter School's code of conduct identifies behaviors detrimental to our goal of a positive, safe, and orderly environment. Specifically, it identifies behaviors that interfere with the learning process or disrupt the educational environment for any student at any time. The identified consequences are designed to deter students from engaging in behavior that is counter to the school's mission, and, in the event that violations do occur, discourage students from committing further violations.

The code of conduct is divided into five classes of violations. The classes are groupings of violations of similar severity. Because of their similarity, each class of violations contains comparable consequences. While these consequences reflect what Faith Academy Charter School believes to be fair and reasonable for that class of violations, the school also recognizes that there are times when mitigating or aggravating factors may result in a change in consequences. The school director or their designees have the authority to assign any alternate

reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences from a higher class. This is intended to reinforce the importance of learning from mistakes.

General Information

The information contained in this section is designed to address common questions and confusions regarding the code of conduct. Further clarifying these issues will help parents and students successfully navigate the Faith Academy Charter School Code of Conduct requirements.

The Code of Conduct applies to all students at any time they are present on the school campus, at any school event, or during any school-sponsored activity, including school events or activities held off campus. Additionally, it applies to students at any time or location whose behavior interferes with the learning process, causes serious safety concerns, or disrupts the educational environment. Specific rules apply specifically to different grade levels. If that is the case, it is noted in the violation. Otherwise, the violations apply to all students.

Administration will follow investigatory procedures and make a reasonable attempt to contact parents after it has been concluded that a violation has occurred. During the investigation, students will be interviewed to determine what may have occurred. A student will be notified of the consequences of a violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus.

If a student is suspended from school, the student may not be present on the campus of Faith Academy Charter School, at any school function, or at any school-sponsored event, whether on or off campus, without the permission of the school administration.

Unfortunately, during the school year, conflict will arise between students. It is the expectation of Faith Academy Charter School that students will not settle conflicts through physical altercation. If there is a fight between two students, both students will be held accountable for the incident. If a student is attempting to engage another student in a fight, it is our

expectation that the other student will make every reasonable attempt to walk away and notify a school employee.

Lockers, desks, school-issued technology, and other school property remain at all times the property of Faith Academy Charter School. They are subject to search at the discretion of the school principals, director, or their designee.

Corporal punishment is not permitted at Faith Academy Charter School, but there may be times when school employees need to use reasonable force to control behavior or to remove a person from the scene. These situations include:

- To quell a disturbance threatening injury to others.
- To obtain possession of weapons or other dangerous objects on the person or within a student's control.
- For self-defense.
- For the protection of persons or property.
- To maintain order on school property, in the classroom, or at a school-related activity on or off school property.

Treatment of Administrators, Teachers, and Staff

A student who commits an infraction against or involving an administrator, teacher, or other district staff member will be subject to a heightened response under the five tiers. However, the heightened response will not exceed the maximum penalty for the particular rule violation.

Participation in Rule Violation

A student who participates or conspires with another to violate a rule may be found in violation of the rule. If so, the student will be subject to the full disciplinary consequences for the rule violation.

Truancy

Students between the ages of 7 and 16, as well as students younger than 7 who are enrolled in school, are required by law to attend school. For students with more than 10 unexcused absences, the student and/or parent may be referred for prosecution.

Possession of Illegal Substances

The unlawful possession, use, or distribution of illicit drugs and/or alcohol by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Possession of Weapons

The possession of weapons by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Reports to Law Enforcement Agencies

As required by North Carolina law, principals are required to report the following acts to law enforcement when they have personal or actual notice of the incident and the acts occurred on the school campus: "assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law." N.C.G.S. § 115C-288(g).

Reports and Investigations of Child Abuse

Pursuant to state law, school personnel are required to report any suspected cases of child abuse, neglect, dependency, or maltreatment. Suspected child abuse, neglect, dependency, or death as a result of maltreatment by parents or other caretakers must be reported to the Department of Social Services. Suspected human trafficking, involuntary servitude, and sexual servitude of a child are special forms of child abuse. They must be reported to the Department of Social Services regardless of the relationship between the victim and perpetrator. Suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom, camp, after-school program, or other licensed classroom or program operated by the

School, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. Where the source of the child abuse, neglect, dependency, or maltreatment is uncertain, a report should be made to these agencies. Please refer to the School's Mandatory Reporting Policy.

Reports to the Department of Motor Vehicles

Pursuant to state law, the School is required to report the following acts to the Department of Motor Vehicles if the student is the minimum age of 14 and is in the 8th grade or above: possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on school property; and physical assault on school staff when the conduct results in a suspension in excess of 10 days or the student is assigned exclusion.

Personal Technology Devices

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the School. A PTD can transmit communications by voice, written characters, words, or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant, or E-Reader. To the extent students are permitted to possess and/or use a PTD on school property, at after-school activities, and at school-related functions, the student is prohibited from doing so during school hours and must make sure that the PTD is not activated, used, displayed, or visible. Administrators may authorize individual students to use the devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes, provided that they supervise them during such use. However, students are not required to use PTDs for instructional purposes. Possession of a PTD by a student is a privilege that may be revoked for violations of the *Code of Student Conduct*. Violations may result in confiscation of the PTD (to be returned only to a parent) and/or other disciplinary actions. The School is not responsible for theft, loss, or damage to PTDs or other electronic devices brought onto School property. Students permitted to use PTDs during school must follow all school rules/policies.

Definitions

365-Day Suspension - This is an out-of-school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.

After-School Detention - This consequence is a period of thirty to forty-five minutes of supervised study after the conclusion of the school dismissal.

Aggravating Factors - Facts of a discipline incident that suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the school principal or director, and may include, but are not limited to, repeated violations, lying or refusing to cooperate with school officials in an investigation, severity of any injury sustained during the incident, and imminent danger to self or others.

Exclusion - This consequence prohibits a student from continuing to attend the School, although the student may attend another school.

Expulsion- This is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before the school's Board of Directors as set forth in North Carolina statutes.

Long-Term Suspension - This is an out-of-school suspension lasting greater than 10 consecutive days, but less than 365 days.

In-School Suspension - This consequence is an alternative to a student's suspension from school. It is the supervised removal of a student from educational activities to another location on school property.

Short-Term Suspension—An out-of-school suspension lasting no longer than 10 consecutive days.

Mitigating Factors - Facts of a disciplinary incident that suggest consequences that are less severe than what is recommended in the Code of Conduct. These may include, but are not limited to, self-defense, provocation, student record, and other factors identified by the school principal or director.

Out of School Suspension - This consequence is the prohibition of a student from being on the school campus, at school events, or participating in school functions, whether on or off campus.

Code of Conduct

<u>Class 1</u>	
Violations Include:	Disciplinary Measures
1. Disobeying any teacher-established classroom rules.	● In-Class disciplinary measures ● Conference with an Administrator

<u>Class 2</u>	
Violations Include:	Disciplinary Measures
1. Repeated violations of classroom rules. 2. Being late for the start of the day or the beginning of classes.	● After-School Detention ● 1 Day of ISS

3. Unauthorized use or possession of a cell phone or electronic device on campus or during instructional time. 4. Being absent from class without permission. 5. Being out of dress code at any time not authorized by the school administration. 6. Being in possession of any personal item that distracts from teaching and learning in the classroom. 7. Minor incidents of hitting, shoving, kicking, horseplay, etc., which do not result in physical harm. 8. An elementary or middle school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk. 9. Lying to school personnel. 10. Cheating on school tests, quizzes, or other school assignments. 11. Plagiarizing school assignments. 12. Inappropriate display of affection. 13. Disrespectful words or actions.	
1. Repeated violations of the above categories.	• 2-3 Days ISS

<u>Class 3</u>	
Violations Include:	Disciplinary Measures
1. Repeated violations of Class 2. 2. Possession of prescription or non-prescription medications on one's person without permission from the school administration. 3. Altering any official school document, including report cards, transcripts, and notes from teachers.	• 1-3 days of OSS

4. Failing to comply with directives provided by school personnel. 5. Addressing staff members disrespectfully. 6. Using obscene, offensive, or derogatory language or pictures in reference to a staff member while on school property or during school functions. 7. Using obscene, offensive, or derogatory language or pictures in reference to a student while on school property or during school functions. 8. A high school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk. 9. Acting in a way that either causes or has the potential to cause harm to oneself or others. 10. An elementary student stealing or taking without permission any possession of a student or staff member. 11. Being in possession of property stolen from a student or staff member. 12. Fighting in elementary or middle school. 13. Using the internet to search for obscene, offensive, or derogatory material during the school day, or at any time on a school-owned device.	
1. Repeated violations of the above categories. 2. A high school or middle school student stealing or taking possession of an item of a student or staff member without permission. 3. Directing offensive, obscene, or derogatory language toward staff members. 4. Directing offensive, obscene, or derogatory language toward other students. 5. Threatening or facilitating threats against another student or school employee in a direct way, with	● 4-10 Days OSS with possible recommendation for exclusion

the result of forethought, and can be carried out. While it is possible, it may not be realistic. 6. Fighting in high school. 7. Gambling for money on school property. 8. Possession of a vape, lighter, or matches. 9. Bullying in elementary, middle, or high school. 10. Using force or violence towards another student for any reason. 11. Sexual Harassment. 12. Misuse of Technology, including recording audio or video using cell phones on campus.	
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<u>Class 4</u>	
Violations Include:	Disciplinary Measures
1. Repeated violations of any of the above Classes. 2. Entering school property after hours without proper authorization. 3. Smoking or vaping on the school campus, at school events, or during a school-sponsored activity. 4. Possession of offensive, obscene, or derogatory pictures, including electronically, while on the school campus, participating in school events, or during school-sponsored activities. 5. Intentional unnecessary activation of a fire alarm. 6. Violations of Title IX. 7. Making a false statement or providing false information to law enforcement concerning the	● 10 Days OSS with possible recommendation for exclusion

school, other students, families, its board, employees, contractors, and/or volunteers. 8. <i>The following offense is reportable to law enforcement:</i> Possession or consumption of alcohol while on the school campus, at school events, or during a school-sponsored activity.	
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<u>Class 5</u>	
Violations Include:	Disciplinary Measures
1. Repeated violations of any of the above Classes. 2. Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time, interfering with the learning process or disrupting the educational environment. 3. Using force or violence to take, or attempt to take, someone's property. 4. Inciting or engaging in behavior that either results in or is intended to result in widespread disruption to the educational process. 5. Participating in lewd, illegal, or sexual acts while on the school campus, attending school events, or during school functions. 6. A logical, specific, and realistic threat of serious violence to a student or school employee. 7. Assault or attempted assault on a student or	• 10 days OSS with recommendation for exclusion

employee. 8. Inappropriate sexual touching of a student or employee. 9. Conduct that is a felony or serious misdemeanor under NC law where the student would present a safety risk to student health or safety or cause a disruption to the learning environment. No conviction or arrest is required to fall under this provision. 10. Special Offenses* a. Assault resulting in serious injury b. Assault involving the use of a weapon c. Assault on school officials, employees, and volunteers d. Making bomb threats or engaging in bomb hoaxes e. Willfully burning a school building f. Unlawful, underage sales, purchase, or provision of alcoholic beverages g. Possession of a controlled substance in violation of the law h. Possession of a weapon, including a knife or gun i. Robbery with a dangerous weapon j. Sexual offense k. Bullying l. Hazing	
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1. Offenses*: a. Homicide b. Kidnapping c. Possession of a firearm d. Rape e. Sexual Assault f. Taking indecent liberties with a minor	● 365-Day Suspension ● 10-day suspension with a recommendation for a Long-Term Suspension ● Exclusion ● Expulsion
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*** These offenses are also reportable to law enforcement.**

Procedures for Disciplinary Process and Short-Term Suspension

Upon receiving a report of a potential occurrence of any of the above violations, school administration will conduct an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and searching a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences commensurate with the suspected violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequences of the violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense that requires a report to law enforcement, the appropriate agency will be notified. The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences.

Due Process Procedures for Short-Term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal (including the principal's designee) would require a short-term suspension from school, shall be afforded the procedures

below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension.

Step 1: The student must be told by the principal/designee why suspension is being considered.

Step 2: The student must be given the opportunity to have an informal hearing with the principal/designee, present his/her version of the events, and identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

Step 3: The principal/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

Step 4: The principal/designee shall report each suspension in writing to the student's parent/guardian by fax, email, or any other reasonable method to give actual notice. Reasonable effort shall be made to contact parents/guardians prior to the start of the suspension. If parents/guardians cannot be reached prior to the start of the suspension, the principal/designee may start the suspension without contacting them. In this event, the principal must continue efforts to reach the parent/guardian.

Step 5: At the discretion of the principal, a written behavior contract may be required upon the student's return to school.

Step 6: There is no appeal of an out-of-school suspension of 10 days or less. Students are not entitled to appeal a principal's (or their designee's) decision to impose a short-term suspension to the school's Board of Directors.

If a student is determined to have committed a violation for which the possible consequence is long-term suspension, exclusion, or expulsion, the school principal will follow the procedures outlined in the section below.

Due Process Procedures for Long-Term Suspension, Exclusion, and Expulsion

A student accused of a willful violation of the Code of Student Conduct, which, in the opinion of the principal/designee, may require a 365-day suspension, long-term suspension, or exclusion from the school, shall be afforded the procedural safeguard described below. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a 365-day suspension, long-term suspension, or exclusion. The Dean/Assistant Principal/Principal, or the Lead Administrator, may recommend a 365-day suspension, long-term suspension, exclusion, and/or participation in a Behavioral Contract. Where exclusion, long-term suspension, or a 365-day suspension is recommended, the parent(s)/guardian(s) will be notified in writing within two school days or as soon as possible.

The notification of the recommendation for long-term suspension or exclusion shall be consistent with NC General Statute § 115C-390.8 and include the following:

1. The conduct that violated the School's Code of Conduct;
2. The relevant provision in the School's Code of Conduct that was violated;
3. A deadline for the parents or guardians to request a hearing;
4. A deadline for the parent to notify the school as to whether they are bringing an advocate and the role of such advocate;
5. The right to review and obtain copies of your child's educational records before the hearing;
6. The time frame or date when the hearing will be held, if one is requested;
7. The right to question the witnesses who appear at the hearing;
8. The right to present evidence on your child's behalf, which can include written or oral statements relating to the incident leading to the suspension and any of the factors listed in N.C. General Statute § 115C-390.2(g);
9. The right to have a record made of the hearing. We will record the hearing and make a copy available at your request. You also have the right to make your audio recording of the hearing;
10. Notice that the School follows the procedures set forth in N.C. General Statute § 115C-402 with regard to the expungement of discipline records; and
11. The right to a written decision, based on substantial evidence presented at the hearing, that upholds, modifies, or rejects the principal's recommendation of suspension and/or exclusion and that contains at least the following information:

- a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;
- b. Notice of what information will be included in the student's official record pursuant to N.C. General Statute § 115C-402; and
- c. The student's right to appeal the decision and notice of the procedures for such appeal.

The School will follow one of the following processes for Exclusion, Long-Term Suspension, and 365-Day Suspension:

Option 1

If a Dean/Assistant Principal/Principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion or a 365-day suspension is appropriate, they will notify the Lead Administrator of a recommendation for long-term suspension or exclusion. If the parent(s)/guardian(s) request a hearing, it will be before the Lead Administrator or a hearing officer. At the conclusion of the hearing, the Lead Administrator will determine if the Dean's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the student is assigned exclusion or a long-term suspension or a 365-day suspension by the Lead Administrator or a hearing officer, the parent or guardian has two school days to appeal the decision to a panel of the board of directors. This request must be submitted in writing to the Lead Administrator. The board panel will review the appeal based on the record and make a decision. A hearing before the board panel is at the discretion of the board and is not required. The board panel decision is final, and there is no appeal to the full board. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the Lead Administrator will make the determination on whether to uphold the recommendation of a 365-day suspension, long-term suspension, or exclusion. Such a decision shall be final.

Option 2

For any offense where a Long Term Suspension, Exclusion, or a 365-Day Suspension is recommended, the Deans/Assistant Principals/Principals and/or Lead Administrator (and their designees) may recommend a 365-day suspension, long-term suspension, or exclusion. Where: (1) the school does not employ the process set forth in Option 1, (2) the Lead Administrator is involved in the investigation of the disciplinary incident or the recommendation for long-term suspension, or (3) the Lead Administrator wishes to have a board panel hear any appeal, then any hearing shall be conducted by a panel of three board members appointed by the board chair or their designee. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either does not request a hearing or fails to attend the hearing, the Lead Administrator will make the determination on whether to uphold the recommendation of a 365-day suspension, a long-term suspension, or exclusion. Such a decision shall be final.

Procedures for Expulsion

N.C.G.S. § 115C-390.11 gives the School's Board of Directors authority to expel any student over 14 years of age whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lundsford Act (which applies to certain registered sex offenders). The school will follow legally required procedures for Expulsion. Details of the procedures to be followed for expulsion are provided in North Carolina General Statutes, § 115C-390.11.

Offense Definitions

1. ATTENDANCE (Citizenship/Responsibility/Self-Discipline)

Excessive Tardiness, Leaving School without Permission, Leaving Class without Permission, Truancy, Skipping School, Skipping Class, Cutting Class, Late to Class

A student must attend every class every day unless there is a lawful reason for the absence. Students who are tardy, cut school or class, or have excessive unexcused absences are in violation of this rule. Repeated violations of this rule, if other interventions have been tried, may also result in Class 2 consequences, with the condition that any out-of-school suspension imposed for conduct related solely to violation of this rule is limited to 2 days per violation.

2. STUDENT DRESS (Responsibility/Respect/Citizenship)

A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. The board prohibits substantially disruptive clothing that is provocative, revealing, profane, vulgar, offensive, or obscene, or endangers the health or safety of the student or others. For more details, please see the Student Dress Code Policy.

3. PERSONAL PROPERTY (Responsibility/Self-Discipline)

A student is permitted to bring or possess only objects that have an educational purpose and will not distract from teaching or learning. Students are permitted to sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreed upon time, not to exceed one calendar week.) The following are among the list of prohibited items:

a. Personal Technology Devices/Cell Phone Use:

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, at after-school activities, and at school-related functions, provided that the PTD is not activated, used, displayed, or visible during school hours. Administrators may authorize individual students to use the devices for personal use when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for educational purposes, provided that they supervise them during such use.

“Educational purposes” include student education, research, and career development. Possession of a PTD by a student is a privilege that may be revoked for violations of the *Code of Student Conduct*. Violations may result in confiscation of the

PTD (to be returned only to a parent) and/or other disciplinary actions. The School is not responsible for theft, loss, or damage to PTDs or other electronic devices brought onto school property. Students permitted to use PTDs during the school day must follow all School Rules and Policies, including “Responsible Use of Technology and Internet Safety” and “Student Responsible Use of Technology and Internet Safety Agreement.”

- b. **Toys, games (electronic and other), electronic smoking devices, pagers, personal media devices, other electronic equipment, and any devices that create noise and disturbance:**

Possession of these or any similar devices without permission from the administration is prohibited. Possession of a toy gun that could be mistaken for an actual weapon is a violation of the Offenses pertaining to Weapons and Dangerous Objects.

4. **MISREPRESENTATION (Honesty)**

A student will be honest and submit his/her own work.

- a. **Altering Report Cards or Notes:** Tampering with report cards, official passes, notes, or other school documents, in any manner, including changing grades or forging names to excuses, is prohibited.
- b. **False Information:** Making false statements, written or oral, to anyone in authority is prohibited.
- c. **Cheating/Honor Code Violation:** Violating rules of honesty and Honor Codes, including but not limited to plagiarism, violating copyright laws, or copying another student’s test or assignment, is prohibited. The superintendent has the discretion to punish violations of this rule as a Class 3 violation if the student’s actions have a profound, detrimental effect on other students or staff.

5. **INSUBORDINATION (Responsibility/Respect)**

A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity, or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner, and completing all assigned work.

6. **TRESPASSING (Citizenship/Responsibility/Respect)**

A student will not enter school property or a school facility without proper authority. This rule includes being on the campus of a school to which the student is not assigned during the school day without the knowledge and consent of school administrators; loitering at any school after the close of the school day without any specific need or supervision; or being on the property of any school during a period of suspension or expulsion without the express permission of the principal. A student who is trespassing on school property may be criminally prosecuted.

7. MEDICATION (Responsibility/Honesty/Good Judgment)

Students shall not transport prescription medication to or from school or have prescription medication in their possession at any time without meeting the conditions prescribed in “Administering Medicines to Students.”

A student who is allowed to self-administer medicine pursuant to this policy will be subject to disciplinary action if the student uses his or her prescribed medication in a manner other than as prescribed. Elementary students are not permitted to self-administer medication, whether prescribed or non-prescribed, under any circumstances. Middle and high school students may self-administer non-prescribed over-the-counter medication with a medication authorization signed by a healthcare practitioner and a parent. Distribution and/or consumption of medication may result in an immediate Class 3 consequence. Violation of this rule may also be treated as a violation of drug policies, including possession, use, sale, or distribution.

8. GENERALLY DISRUPTIVE BEHAVIOR (Responsibility/Respect/Citizenship/Self-Discipline)

A student will maintain appropriate behavior so as to refrain from disrupting class, school, or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from his/her assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), engage in horseplay, harass, tease, or make rude noises. Repeated incidents of generally disruptive behavior may be considered a Class 3 infraction.

9. UNSAFE ACTION (Good Judgment/Citizenship/Responsibility/Respect)

A student shall not commit any action that has the potential to cause danger or physical harm to himself or others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or a traffic area, climbing on the roof of buildings, construction areas, boiler rooms, attics or elevator shafts, or any action that has the

potential for physical harm to self or others. This includes striking matches, flicking cigarette lighters, or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. This rule applies only when the unsafe behavior does not meet the standards of any other violation.

10. BULLYING/CYBERBULLYING, PROFANITY, OBSCENITY, AND/OR DEROGATORY LANGUAGE

Bullying and/or harassing behavior are strictly prohibited. It is the policy of the Board of Directors to maintain learning environments that are free from harassment or bullying. Students are expected to use appropriate conduct and language at school and school functions, and possess only relevant materials. This rule applies to cursing, possessing, sending, or receiving written materials or electronic text and/or images that convey an offensive, racial, derogatory, bullying, or obscene message to another person. This includes but is not limited to references to race, color, ancestry, national origin, gender, gender identity expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance, or making offensive statements or gestures. In addition, as with other disciplinary violations, any manner of bullying that occurs off campus may violate the *Code of Student Conduct* if it has a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

11. GAMBLING (Responsibility/Self-Discipline)

A student will not play games of skill or chance for money or property.

12. VEHICLE USE/PARKING (Responsibility/Citizenship/Good Judgment)

A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school principal. A student will not park a motor vehicle on school premises unless he/she has complied with all school vehicle parking requirements. Parking permits must be visibly displayed, and vehicles must be parked only in assigned spaces. Unauthorized vehicles may be towed.

13. VANDALISM (Responsibility/Citizenship/Good Judgment)

A student will not willfully, with or without malice, act alone or participate with others to damage or destroy property of another, including property belonging to the school or the district, staff, students, or other adults on campus or at a school-sponsored or

school-related activity on or off school property. A student or parent/guardian will be held financially responsible, as allowed by law, for the willful or malicious destruction of property.

14. USE OF FIRE

A student will neither set fire nor attempt to set fire to anything on school property nor participate with others to damage or destroy school property through the use of fire. (This violation does not include any smoking violations covered under another provision.)

15. THEFT (Responsibility/Respect/Citizenship/Self-Discipline)

A student will not steal or possess stolen property, or participate with others to do so. Stolen property includes any object possessed without the owner's permission. In some instances, violations of this rule may be a Class 2 infraction.

16. BREAKING AND ENTERING (Responsibility/Respect/Citizenship/Self-Discipline)

A student will not break into any district property. This will include any unauthorized entry into school property with or without destruction to the property.

17. BREAKING AND ENTERING WITH THE INTENT TO COMMIT A FELONY OR THEFT (Responsibility/Respect/Citizenship/Good Judgment)

A student will not unlawfully enter any district property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.

18. ROBBERY (Responsibility/Respect/Citizenship/Self-Discipline)

A student will not take or attempt to take another person's property by force or violence.

19. EXTORTION (Responsibility/Respect/Citizenship/Self-Discipline)

A student will not take, threaten, or attempt to take the property (including but not limited to money) of others through intimidation.

20. UNAUTHORIZED USE OF TECHNOLOGY DEVICES (Honesty)

- a. **School-owned property:** A student shall refrain from inappropriate use of school system computers/technology devices or from using the School's electronic communications and wireless connection network without proper authority. This includes unauthorized use of sign-on codes and the school telephone system, communication of threats or implied threats, bullying or harassment, and unauthorized attempts to contact any BCS computer site from any computer station.
- b. **Personal technology devices:** A student will refrain from any activity or distribution of information from personal technology devices that would constitute a violation of a rule under the *Code of Student Conduct* or a violation of law, as, but not limited to, bullying or harassment on social media or other sites if the conduct has or may have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. Publication of information on the Internet is considered distribution regardless of the location of the technology device from which the offending content was published.

21. FALSE ALARM (Responsibility/Good Judgment)

In the absence of an emergency, a student shall not call 911 or signal or set off an automatic signal indicating the presence of an emergency.

22. PORNOGRAPHIC, PROFANE, AND/OR VIOLENT MATERIAL (Responsibility/Respect/Citizenship/Self-Discipline)

A student shall refrain from having any pornographic or profane material in his/her possession, including but not limited to pictures, magazines, CD's, DVD's, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation and/or the use of weapons. Unclothed (fully or partially) pictures/images of any minor are also not permitted and are covered by this provision.

23. BOMB THREAT (Responsibility/Respect/Self-Discipline/Good Judgment)

A student shall not make any report or notification, knowing or having reason to know the report is false (verbal or written), indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

24. AGGRESSIVE PHYSICAL/VERBAL ACTION (Responsibility/Respect/Kindness/ Self)

Discipline)

A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member, or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking, or throwing objects at a student or adult may be a Class 1 or 2 infraction. A student shall not approach another person in a confrontational, provocative, or bullying manner. This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression.

25. FIGHTING

The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. A student who is physically attacked may act in self-defense without consequence. ***Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule, even though another person provoked the fight.*** Administrators will have discretion to recognize the need for self-defense on an incident-by-incident basis.

26. THREATENING/INTIMIDATING

A student shall not threaten to strike, attack, or harm any person, or cause another person to become fearful by intimidation, through any medium, including threats made in person, through another person at the request of the perpetrator, on the telephone, in writing, through the use of gang paraphernalia, or by any digital communication (cyber-bullying) that pose a safety risk to the school environment. The Class will be determined by the level of risk presented by the threat, whether the threat could have reasonably been carried out, and whether the threatened person was made fearful.

27. ASSAULT ON A STUDENT

A student shall not physically attack another student. See self-defense as defined above.

28. MULTIPLE ASSAULTS

A student shall not act in concert to physically attack another student.

29. ASSAULT ON A STAFF MEMBER

A student shall not physically attack a staff member or adult. See self-defense as defined above.

30. MULTIPLE ASSAULTS

A student shall not act in concert to physically attack a staff member or other adult.

31. HAZING

In addition to any definition set forth in the School's Harassment and Discrimination Policy, Hazing also includes: any activity that may demean, disgrace, or embarrass a person or that risks endangering the mental, physical, or emotional health of a person, regardless of whether such person has agreed to participation in the hazing activity.

32. SEXUAL BEHAVIOR, *including harassment, indecent exposure, consensual activity, and battery* (Responsibility/Respect/Self-Discipline/Kindness)

A student shall not engage in any sexual behavior on school property or at a school-sponsored activity. A student shall not engage in unwanted touching of an offensive or sexual nature. A student shall not engage in unwanted verbal or physical (e.g., gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile, or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material. A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning). A student shall not engage in consensual sexual activity. "Consensual" means all parties are willing participants in the activity. A student shall not engage in or attempt to engage in sexual activity with another person by force, threat, or fear.

33. ALCOHOL, TOBACCO, AND OTHER DRUGS (Responsibility/Citizenship)

A student shall not use, purchase, sell, distribute, be under the influence of, or possess any kind of tobacco, alcoholic beverage, paraphernalia, controlled substance (as defined by state law), or illegal or counterfeit substance. A student shall not use, sell, distribute, or possess any kind of tobacco product on school property or at a school function. A student shall not possess, use, or be under the influence of alcohol on school property or at a school function. A student shall not possess, use, or be under the influence of marijuana on school property or at a school function. "Marijuana" is defined to also include synthetic cannabinoids and

substances intended to mimic the effects of marijuana. Possession of large amounts or of more than one individually wrapped package of marijuana will be deemed to be a violation of Drug Distribution. A student shall not use, possess, or distribute any drug-related paraphernalia, including but not limited to: rolling papers, cigar wrappers, e-cigarettes, vaping/hookah devices, bongs, pipes, or any item intended for the use, storage, or distribution of alcohol, tobacco, marijuana, or other drugs. For drugs other than marijuana, a student shall not use or be under the influence of illegal or controlled substances or possess illegal, counterfeit, or controlled substances (including prescription drugs without a doctor's order filed with the school) on school property or at a school function. Example items include, but are not limited to: Acid, Ecstasy/MDMA, Heroin/Opiates, Cocaine, Xanax/Benzodiazepines.

34. SALE/DISTRIBUTION (ATTEMPT OR ACTUAL)

A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit, or controlled substance. Possession of a large amount of or more than one individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

35. WEAPONS AND DANGEROUS OBJECTS – NOT INCLUDING FIREARMS (Responsibility/Citizenship/Good Judgment)

A student will not possess, handle, transport, or use any weapon, object that can be reasonably considered a weapon, dangerous object, or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Note: Any item thrown from a school bus will be treated as a weapon for the purpose of this rule. See Offense 37 for rules on firearms. *Special note: See the Safe Harbor Provision on page 5.*

Prohibited items include, but are not limited to:

- a. Toy knife or look-alike knife
- b. Toy gun or look-alike gun
- c. Weapon not capable of propelling a missile
- d. Knife, switchblade knife, Bowie knife
- e. Box cutter/razor blade
- f. Camouflaged weapon
- g. Object thrown from a bus
- h. Gun powder, ammunition, bullets
- i. Fireworks

- j. Bomb (includes destructive devices such as an explosive, incendiary, or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, or missile with an explosive charge of more than ¼ ounce, mine or similar device)
- k. Airsoft gun, BB gun, pellet gun, air rifle
- l. Any object or substance that could cause injury, including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, dirks, daggers, lead canes, clubs, stun guns, flare guns, paint ball guns, mace, pepper spray, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

36. **GANG AND GANG-RELATED ACTIVITIES (Responsibility/Respect/Citizenship/Good Judgment)**

No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors, or symbols.

“Gang-Related Activity” includes:

- a. **Clothing:** Wearing, possessing, using, distributing, displaying, selling, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- b. **Communication:** Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;
- c. **Vandalism or Destruction of Property:** Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- d. **Intimidation/Threats:** Requiring payment for protection, money, or insurance, or otherwise intimidating or threatening any person related to gang activity;
- e. **Coercion:** Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- f. **Solicitation:** Soliciting others for gang membership;
- g. **Conspiracy:** Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies related to gang activity.

37. **FIREARMS (Loaded or Unloaded) (Responsibility/Respect/Self-Discipline/Good Judgment)**

A student shall not possess, handle, or transport any handgun, rifle, starter gun, shotgun, or any other weapon that will or is designed to or may be readily converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. By law, students violating this rule are subject to a 365-day mandatory suspension.

38. PERSISTENTLY DANGEROUS STUDENTS (Responsibility/Caring/Justice and Fairness)

Students who are 14 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule is multiple events over an extended period of time, including previous school years. Examples of misconduct under this rule include, but are not limited to, multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons, and inappropriate sexual behavior.

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct apply to all students. When appropriate, a principal or designee may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

SPECIAL EDUCATION SERVICES

Faith Academy Charter School employs certified Special Education Resource and Inclusion Teachers to provide consultation services to classroom teachers who serve special education students, as needed. Faith Academy Charter School shall comply with federal and state law to ensure that all students with disabilities will be provided with a free appropriate education (FAPE).

Students with special needs have safeguards and rights under federal and state laws and cannot be excluded from their educational programs without following federally mandated procedures. The School recognizes the importance of working with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.

Students with special needs cannot be suspended from school for more than 10 cumulative days in a school year without following specific procedures. Services must be provided starting on day 11, and the IEP team must meet to determine if a manifestation determination has occurred.

The school will first try to intervene with student behavior in the school setting. Repeated problematic behavior will be addressed early through the IEP process; teams will analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals.

When Exclusion Is Required

If a student's behavior is so severe that the student needs to be removed from school, the school may exercise the following options:

- School Administrators may suspend a special needs student for up to 10 school days in a school year, just like any student. Suspension day 11 will trigger a Manifestation Determination meeting.
- Students considered for long-term suspensions, exclusion, expulsion, or for whom a pattern is determined must have a Manifestation Determination.
- If the behavior is unrelated to the disability, the student may receive standard disciplinary action (suspension, exclusion, expulsion). However, the student must continue with special education services when required by law.
- If the behavior is related to the disability, the student may NOT be suspended, excluded, or expelled.
- At all stages, the IEP team may meet to determine an alternative placement. The new placement would then not be considered as a removal or suspension. When or if a change is warranted, the team will need to meet again to change placement back to the original school setting.

All disciplinary removals are counted as suspensions unless the IEP team meets for that situation and changes the student's special education placement.

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

- The removal is for more than 10 consecutive school days; **or**
- The student has been subjected to a series of removals that constitute a pattern (students sent home early) that totals more than 10 school days per school year.

On the date of the decision to remove a student, which is a change of placement for disciplinary reasons, the school must notify parents of that decision and provide due process (Parent Handbook). A manifestation determination must be completed within 10 school days. An FBA and BIP must be completed or reviewed if already completed. *Changes in special education placements are NOT suspensions.*

Any change in special education placement must be documented on:

1. IEP: either by addendum or a new IEP (Re-evaluation); and
2. Prior Written Notice

When a special education placement changes through the IEP process (for example, to modified day or homebound), the new placement does not count as a school removal or a suspension. If a student has a change in placement, the IEP team is required to meet every 30 days to ensure the placement is still appropriate.

The student will need the same process (IEP addendum and Prior Written Notice) to return to the original placement when or if appropriate.

Examples of changes that might be considered by the IEP team based on behavior:

- Separate to modified day;
- Regular to homebound services;
- Homebound services to regular; or
- Separate to regular (when students are placed from max-resource to inclusion support).

Manifestation Determination

The Manifestation Determination is to be completed by the student's IEP Team and must occur within 10 school days of removal when there has been a change of placement.

After reviewing all relevant information in the student's file (IEP, observations, parent information), the team must decide if the behavior was a manifestation of the disability by determining:

1. If the child's disability caused the conduct, and
2. If the conduct resulted from the Public School Unit's (PSU) failure to implement the IEP, then the PSU must take immediate steps to remedy those deficiencies.

Day 11 Requirements

Starting with the 11th day of removal, the school must:

1. Provide services. **No exceptions.** Which services are provided and who determines appropriate services depend upon IEP contents, whether there has been a change of placement for disciplinary reasons, and the results of any manifestation determination.
2. Determine if a change of placement is for disciplinary reasons.

If the change in placement is due to disciplinary reasons:

1. On the day of the incident, the School must send the Student/Family Handbook and the Invitation.
2. Conduct a Manifestation Determination.

If the behavior is not a manifestation of the disability based on the Manifestation Determination:

The student may be suspended, similar to a general education student.

If the behavior is a manifestation of the disability based on the Manifestation Determination:

1. The student must be returned to the placement from which the student was removed unless the parent and school agree to a change of placement.
2. Conduct a Functional Behavioral Assessment (FBA) unless it is completed (current IEP and current school year). If completed, review as needed.
3. Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review it and modify it to address the behavior.

Weapons/Drugs/Serious Bodily Injury:

If the offense involves weapons, drugs, or serious bodily injury, proceed using the 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the relationship between the behavior and the disability, the Lead Administrator may remove the student to an alternative setting for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases, Manifestation Determination, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA)

Functional Behavior Assessments are to be completed on all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If an FBA has already been developed, review and modify it as necessary to address the behavior.

The School will be proactive and perform an FBA before the student accumulates the 10th day of removal. If there is a disciplinary change of placement and an FBA has already been completed, a new FBA is not required for each removal; however, the FBA needs to be reviewed regularly.

Behavioral Intervention Plans (BIP)

Behavior Intervention Plans are to be completed for all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If a BIP has already been developed, review and modify it as necessary to address the behavior.

The most practical way to deal with repetitive, inappropriate behavior is to develop a behavioral intervention plan as part of the IEP. Behavioral plans are recommended for any student with special needs who has problems with behavior, even if the behavior is not judged to be related to the disability.

General School Policies

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.

Boy Scouts of America Equal Access Act

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

Gender Equity Policy (Title IX)

The School 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. The School, 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.

For complaints or grievances regarding discrimination based on gender, please refer to the Non-Discrimination section of this handbook.

Seclusion and Restraint Policy

FACS complies with all applicable laws governing seclusion and restraint. The School has established guidelines for the use of restraint and provisions for training the staff in the

management of student behavior in accordance with North Carolina General Statute, 115C-391.1 (also known as House Bill 1032 – Deborah Greenblatt Act). This law took effect July 1, 2006, and requires the School to inform parents of the existence of the law, the definitions for the following terms, and how the School will use these forms:

- a. Physical Restraint is the use of physical force to restrict the freedom of movement of all or a portion of a student's body. The School will use a trained crisis team to physically restrain a child only as a last resort to protect the health and safety of the child and others in the area.
- b. Mechanical Restraint is the use of any device or material attached or adjacent to a student's body that restricts the freedom of movement. The School will use a trained crisis team to mechanically restrain a student only as a last resort to protect the health and safety of the student and others in the area. The School will also contact the proper authorities (law enforcement) to assist when needed.
- c. Seclusion is the confinement of a student alone in an enclosed space from which the student is prevented from or incapable of leaving. The School will use a trained crisis team to seclude a student only as a last resort to protect the health and safety of the student and others in the area. The School will also contact the proper authorities (law enforcement) to assist when needed.
- d. Isolation is a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. The School will use isolation to help a child get their behavior back under control before allowing them to rejoin their classmates. This space will follow the guidelines set forth in the law.
- e. Time-out is a behavior management technique in which a student is separated from others for a limited time in a monitored setting. The School uses the time-out system to manage student behavior. The new law does not regulate the use of a time-out.

Aversive Procedures are a systematic physical or sensory intervention program for modifying the behavior of a student, which causes physical harm and long-term psychological impairment. The School will at no time use aversive procedures to modify a student's behavior.

Parents' Bill of Rights

Parents have legal rights with regard to their child's education and in accordance with North Carolina State law, S.L. 2023-106; Senate Bill 49. Please find the information pertaining to this law on our website at [Parent's Bill of Rights Compliance Policies](#).

Parents' Guide to Student Achievement

FACS welcomes and encourages the involvement of parents, guardians, and caregivers in their students' education. Information regarding student achievement is available through our Parents' Guide to Student Achievement, which is available [HERE](#).

Tuition and Fees

In accordance with North Carolina General Statute § 115C-218.50, FACS shall not charge tuition or fees except as follows:

1. Any fees that are charged by the local school administrative unit in which FACS is located.
2. The school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside.

Admissions and Enrollment Policy

[See Attachment D](#)

Smoking or Vaping 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, we have implemented a drug and alcohol-free school 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 consumed on School grounds or during field trips. Alcoholic beverages are never to be consumed in vehicles of transportation owned or operated on behalf of the School, or by their drivers while they are responsible for the operation of such vehicles. The use, sale, transfer or possession of alcohol, e-cigarettes, vaping devices, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on School property, at School events or on field trips is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood-altering substances while on School property, at a School event, on field trips, or in circumstances the School believes will adversely affect the School's operation or safety. [More specific drug policies may be found in Attachment C.](#)

Threats and Violence

Our policy is to strive to maintain a school environment 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 the School's opinion, is inappropriate to School. 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-Perimeter
- Lockdown-Full
- Serious Medical Emergency
- Severe Weather (tornado; hurricane; etc.)
- Public Health Emergency

- 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.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a “persistently dangerous School” or a student who is a “victim of a violent criminal offense” on School property, as defined by law, has the right to transfer to another safe School in the district, if his/her parent requests a transfer. If there is no other safe School in the district providing instruction at the student’s grade level, the School shall contact neighboring districts to request that the students be permitted to transfer to a School in one of those districts.

Asbestos Management Plan

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

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

The School 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

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

Registered Sex Offenders Policy

Purpose: To clearly identify how registered sex offenders will be expected to respect the boundaries set forth by the School.

Pursuant to Session Law 2008-117, *The Jessica Lunsford Act for North Carolina* (the "Act"), the General Assembly of North Carolina has recognized that sex offenders often pose a high risk of engaging in sex offenses after being released from incarceration or commitment and that the protection of students from sex offenders while on School property and at School-sponsored activities serves an important governmental interest.

The School is committed to the following:

1. Sex offenders are banned from all School property and School events.

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of certain sexually violent offenses or any offense where the victim was under the age of 16 years at the time of the offense ("Prohibited Persons") are expressly forbidden to be present on any property owned or operated by the School system, including School buildings, athletic fields, playgrounds, parking lots, School buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other School-related functions, whether before, during or after School hours.

In addition, Prohibited Persons may not attend or be present at any student function or field trip on or off of School property, which is 1) School-sponsored or 2) otherwise under the

official supervision or control of School personnel. This policy applies to all Prohibited Persons regardless of their relationship to, or affiliation with, a student in the School system (i.e., stepparents, aunts, uncles, grandparents, etc).

A. Prohibited persons

The Director or designee shall ensure that the administration is familiar with the criminal offenses that qualify an individual as a Prohibited Person under this policy. The Director will also subscribe to electronic notification of Registered Sex Offenders and access the state database as needed.

B. No special permission

There shall be no "special permission" given for Prohibited Persons to be on school grounds or attend events or activities in violation of this policy.

C. Possible exceptions for students

Students who meet the definition of a Prohibited Person may be on School property only in accordance with state law.

D. Limited exception for prohibited persons who are parents / legal guardians of a student

- a. A Prohibited Person who is the Parent/Legal Guardian of a student may be on School property only for the following reasons:
 1. To attend a previously scheduled School conference with School personnel to discuss their child's academic or social progress; or
 2. At the request of the Director/designee, for any other reason relating to the welfare or transportation of their child.
- b. The procedure for making a request is as follows:
 1. For each visit authorized by subsection(a)(i) above, the Parent/Legal Guardian must provide the Director with prior written notice of their registration on the Sex Offender Registry.
 2. A request for presence at the School must be submitted to the Director in writing, at least 72 hours in advance.
 3. The request must include the nature and specific times of the requested.
 4. The Director or designee will respond within 48 hours, either authorizing or denying the request.
 5. The decision of the Director or designee is final.
 6. The Director will notify the Board of any such requests and the decision.

- c. For each visit authorized by subsection (a) above, the Parent/Legal Guardian must check in at the front office upon arrival and departure. In addition, during each and every visit, the Parent/Legal Guardian must be under the direct supervision of School personnel at all times. If personnel are unavailable to supervise the Parent/Legal Guardian during any visit, they shall not be permitted on the School property.
- d. For each visit authorized by subsection (a) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Director, including any restrictions on the date, time, location, and length of meetings.

2. Enforcement

Any suspected violation of this policy shall be reported by a School administrator to the Director and to law enforcement for immediate investigation. All School personnel should report the presence or suspected presence of a Prohibited Person to a School administrator and take appropriate action. The Director shall immediately notify the Board Chair of any known or suspected Prohibited Person who is a student, or a parent or legal guardian of a student, at their School.

3. Applicability

This policy shall supersede any conflicting provisions in all other Board policies regarding School safety, parental involvement, School field trips, School visitors, School volunteers and student transportation.

ATTACHMENT A

McKinney-Vento Dispute Resolution Policy

The McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) acknowledges that disputes may arise between Public School Units (PSUs) students and their parents, or unaccompanied youth, regarding eligibility, school selection or enrollment decisions. The McKinney-Vento Act includes dispute resolution among the required duties of the PSU homeless liaison. Below is the McKinney-Vento Dispute Resolution Policy and Process for Faith Academy Charter School.

PSUs should bear in mind that disputes related to eligibility, school selection or enrollment should be initiated at the request of the parent, legal guardian, or unaccompanied youth and not at the request or convenience of the PSU. Additionally, issues related to the definition of homelessness, the responsibilities of the PSU to serve homeless children and youth, and/or the explicit rights of homeless children and youth are addressed in the McKinney-Vento Act. Disputes related to eligibility, school selection, or enrollment shall be resolved within the parameters of the federal McKinney-Vento Act.

The following procedures are specified in the McKinney-Vento Act:

Enrollment: If a dispute arises over eligibility, school selection, or enrollment, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

Written Explanation: The PSU must provide a written explanation of the eligibility, school selection, or enrollment decision to the parent, legal guardian, or, in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's, legal guardian's, or unaccompanied youth's right to appeal the decision.)

Homeless Liaison: The designated PSU homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner, such that the local process is completed in **no more than 15 school business days or 30 calendar days, whichever is less.**

Responsibility: The PSU homeless liaison is responsible for informing the parent, legal guardian, or the unaccompanied youth of the dispute resolution process.

OVERVIEW

When a dispute occurs regarding eligibility, school selection, or enrollment, the following process must be used:

- Level I:** The PSU's homeless liaison makes the initial dispute request.
- Level II:** If unresolved, the dispute moves to the PSU head administrator (Level II).
- Level III:** If unresolved, the dispute moves to the local governing Board (Level III) for review and final decision on behalf of the charter school.
- Level IV:** If the dispute remains unresolved, the final appeal (Level IV) is to the NC State Coordinator for the Education of Homeless Children and Youth (EHCY). Every effort must be made to resolve the dispute at the local level before it is brought to the NC State Coordinator for the Education of Homeless Children and Youth.

INITIATION OF THE DISPUTE RESOLUTION PROCESS

When a dispute occurs regarding eligibility, school selection, or enrollment the parent, legal guardian, or unaccompanied youth shall be informed in writing of the PSU's decision including reasons for the decision within one (1) school business day in a language and format understandable to the parent, legal guardian or unaccompanied youth of their right to appeal the decision made by the charter school and be provided the following:

1. Written contact information for the PSU homeless liaison and State Coordinator, with a brief description of their roles.
2. A simple form that parents, legal guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, legal guardian, or youth for their records when it is submitted.)
3. A written step-by-step description of how to dispute the PSU's decision.
4. Written notice of the right to enroll immediately in the school of choice pending resolution of the dispute.

5. Written notice of the right to appeal to the State Coordinator for the Education of Homeless Children and Youth if the district-level resolution is not satisfactory.
6. Written timelines for resolving district- and state-level appeals.
7. A copy of the NC Dispute Resolution Policy (hard copy or online link).

Level I: PSU Homeless Liaison Communication

If a parent, legal guardian, or unaccompanied youth wishes to appeal the PSU's decision related to eligibility, school selection, or enrollment:

1. The parent, legal guardian, or unaccompanied youth must file a request for dispute resolution with the PSU's homeless liaison (or to his/her office) either verbally or by submitting a form that initiates the dispute resolution process. The request for dispute resolution must be submitted by the parent, legal guardian, or the unaccompanied youth to the homeless liaison **within two (2) school business days** of receiving the initial homeless liaison decision on enrollment, school selection, or enrollment. The parent, legal guardian, or unaccompanied youth may initiate the request directly with the homeless liaison, or they may initiate the request to the school where the dispute occurs. If the request is submitted to the school where the dispute occurs, the school shall immediately forward the request to the PSU's homeless liaison. If the PSU's homeless liaison is unavailable, a PSU designee may receive the parent's, legal guardian's, or unaccompanied youth's request to initiate the dispute resolution process.
2. The homeless liaison must log their receipt of the dispute, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the dispute must be forwarded to the homeless liaison's immediate supervisor and the charter school's head administrator.
3. **Within one (1) school business day** of receipt of the complaint, the homeless liaison must decide on the dispute and inform the parent, legal guardian, or unaccompanied youth in writing of the result. The PSU is responsible for verifying the parent's, legal guardian's, or unaccompanied youth's receipt of the written notification regarding the homeless liaison's Level I decision.
4. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level II **within one (1) school business day** of receipt of notification of the Level I decision.

5. If the parent, legal guardian, or unaccompanied youth wishes to appeal the homeless liaison's Level I decision, the PSU's homeless liaison shall provide the parent, legal guardian, or unaccompanied youth with an appeals package containing:
 - a. A copy of the parent's, legal guardian's, or unaccompanied youth's dispute, which was filed with the PSU's homeless liaison at Level I;
 - b. The decision rendered at Level I by the PSU homeless liaison; and
 - c. Any additional information from the parent, legal guardian, unaccompanied youth, and/or the homeless liaison.

Level II: PSU Superintendent Communication

(If the dispute remains unresolved after a Level I appeal)

1. If there is a disagreement with the decision rendered by the PSU's homeless liaison at Level I, the parent, legal guardian, or unaccompanied youth may appeal the decision to the charter school's head administrator, or the head administrator designee, (the designee shall be someone other than the PSU's homeless liaison) using the appeals package provided at Level I.
2. The charter school's head administrator, or his/her designee, shall meet (verbally, virtually or face-to-face) with the parent, legal guardian, or unaccompanied youth. The meeting shall be held within two (2) school business days of the parent's, legal guardian's, or unaccompanied youth's notification to the PSU of their intent to proceed to Level II of the dispute resolution process.
3. The charter school's head administrator, or his/her designee, shall provide a decision in writing to the parent, legal guardian, or unaccompanied youth with supporting evidence and reasons, within two (2) school business days of the charter school's head administrator, or his/her designee's, meeting with the parent, legal guardian, or unaccompanied youth. The PSU is responsible for verifying the parent, legal guardian, or unaccompanied youth's receipt of the written notification regarding the charter school's head administrator, Level II decision.
4. A copy of the dispute package and the written decision made at Level II is to be shared with the PSU's homeless liaison.
5. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level II and wishes to move the dispute resolution process forward to Level III, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent

to proceed to Level III within two (2) school business days of receipt of notification of the Level II decision.

6. If the dispute remains unresolved, the process moves to Level III.

Level III: Local Governing Board Review

(If the dispute remains unresolved after a Level II appeal)

1. The charter school's head administrator, with assistance from the homeless liaison, shall forward all written documentation and related paperwork to the local governing Board for review within two (2) school business days of notifying the parent, legal guardian, or unaccompanied youth of the decision rendered at Level II.
2. The entire dispute package, including all documentation and related paperwork, is to be submitted to the governing Board in one consolidated and complete package. It is the responsibility of the PSU to ensure that the dispute package is complete and ready for review at the time of submission to the governing Board.
3. The local governing Board, or a panel of at least two Board members, shall schedule a conference with the parent, legal guardian, or unaccompanied youth to render a final decision on behalf of the Board. The Board or Board panel shall provide a written decision within two (2) school business days. The Board's or Board panel's decision shall be considered the final decision of the charter school to appeal to the State Coordinator for the Education of Homeless Children and Youth. The written notification shall be provided to the parent, legal guardian, or unaccompanied youth, the head administrator, and the homeless liaison. Also, the notification shall contain the name and contact information for the State Coordinator for the Education of Homeless Children and Youth, along with details on appeal rights of the parent, legal guardian, or unaccompanied youth.
4. The parent, legal guardian, or unaccompanied youth has the option of filing an oral or written dispute with the State Coordinator for the Education of Homeless Children and Youth within three (3) school business days of receiving the Board's or Board panel's decision. The local homeless liaison shall provide the complete dispute record within three school business days following the request of the State Coordinator for the Education of Homeless Children and Youth. The State Coordinator shall issue a final written decision to the parent, legal guardian, or unaccompanied youth and the PSU within ten school business days following receipt of a complete dispute package. Additional details on the NC Dispute Resolution policy and the

process used by the State Coordinator for the Education of Homeless Children and Youth are located [here](#).

Dispute Resolution Terms

1. The terms “homeless,” “homeless child,” and “homeless student” shall mean the same as the term “homeless children and youth” as defined by 42 U.S.C. § 11434a(2). These terms shall also be deemed to include the term “unaccompanied youth.”
2. The term “unaccompanied youth” shall mean the same as defined by 42 U.S.C. § 11434a(6).
3. The term “public school unit (PSU)” includes local school administrative units, charter schools, lab schools, regional schools, Innovative School District schools, and Innovations Zone schools, and was formerly known as local educational agency (LEA).
4. The term “PSU dispute resolution process” shall refer to the PSU’s policy on resolving complaints from parents, legal guardians, or unaccompanied youth regarding students experiencing homelessness. The term shall refer to appeals processes within the PSU, prior to any appeal by the parent, legal guardian, or unaccompanied youth to the State Coordinator.
5. The term “local homeless liaison” shall refer to the official at each PSU, who ensures the PSU dispute resolution process for homeless children and youth is mediated in accordance with local, state, and federal policy as required by 42 U.S.C. § 11432(g)(6)(A)(vii).
6. The term “school business day” means days on which students are scheduled to be in attendance at school, according to the academic calendar adopted by the PSU.
7. The term “State Coordinator” shall refer to the staff person who carries out federally mandated duties regarding students experiencing homelessness as required by 42 U.S.C. § 11432(d)(3).
8. The term “State appeal process” shall refer to the policies the State Coordinator, PSUs, parents, legal guardians, and unaccompanied youth must follow when a parent, legal guardian, or unaccompanied youth seeks to appeal a dispute to the State Coordinator.

ATTACHMENT B

Service Animal Policy

PURPOSE

The School will make reasonable accommodations in its services, programs, or activities for qualified individuals with a disability in accordance with requirements set forth under federal law Section 504 of the Rehabilitation Act of 1973 (ADA), American with Disabilities Act Amendments Act of 2008 (ADAAA), Title II of the Americans with Disabilities Act (amended 2010) and North Carolina state law.

This policy addresses the use of Service Animals on School Property by qualified individuals with disabilities.

Pets and therapy animals are not considered Service Animals and, therefore, are not covered by this regulation.

DEFINITIONS

Service Animal

A "service animal" for purposes of this policy, is any dog or miniature horse that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, conditions from a physical, sensory, psychiatric, intellectual, or other mental disability.

Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i).

Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not considered service animals for the purposes of this policy.

Work or Task

The work or tasks performed by a service animal must be directly related to the individual's disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify.

Examples include assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; assisting an individual during a seizure; retrieving items such as medicine; helping persons with psychiatric and neurological disabilities by resending or interrupting impulse or destructive behaviors.

Disability

In accordance with federal and state laws, an individual with a disability may (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Handler

A “handler” is an individual with a disability who uses a service animal, or, if the individual is unable to care for and supervise the animal, the handler is the person who cares for and supervises the animal on behalf of the individual who needs the service animal. School personnel are not responsible for the care, supervision, and/or handling responsibilities of a service animal.

INQUIRIES RELATED TO SERVICE ANIMALS

When it is not obvious what work/task an animal provides, a School representative may only make two inquiries to the Student/Employee/Visitor or service animal's handler to determine whether an animal qualifies as a service animal (definition above):

1. If the animal is required because of a disability, and
2. What work or task the animal has been trained to perform.

No School representative shall ask about the nature or extent of a person's disability in relation to the Service Animal unless provisions are needed for safety.

No School representative shall require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY STUDENTS AND EMPLOYEES

Introduction of a Service Animal

School administrators shall facilitate the introduction of an eligible service animal into the school environment.

To promote a successful integration of the service animal at school and to minimize unnecessary disruption, an employee or student with a disability who intends to bring a service animal to school during the school day is encouraged to follow these guidelines:

1. The employee, student, or student's parent/guardian should notify the principal/administrator of the School in writing at least 10 work days prior to the date proposed to bring the service animal onto school property and complete a Request for Service Animal form. This will allow School staff to review the request and, if approved, develop a plan to introduce the service animal to the school environment. This plan will also provide any necessary guidance to staff and students regarding interactions with the service animal, as well as other activities or conditions deemed necessary by the School.
2. The employee, student, or student's parent/guardian should work with School personnel to create a plan addressing the presence of the service animal during the school day. A plan to integrate the service animal into the school environment should include the following: 1) appropriate training for school personnel and students regarding interaction with the service animal; 2) arrangements for meeting the service animal's basic needs during the school day; and 3) any necessary modifications to the educational program so that the service animal may accompany the employee or student with a disability.
3. Service animals should wear identification to provide adequate notice to students, staff, and others that the dog is a service animal. Any questions regarding the type of identification should be directed to the Head of School. If the service animal does not wear identification, it may confuse students and result in behavioral and safety challenges, potentially leading to the permanent removal of the service animal from campus.
4. The service animal should be free of parasites and otherwise in good health.

Presence of a Service Animal on School Property

An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property:

1. A student or employee who elects to be accompanied by a service animal will be expected to be the handler for the animal and care for and supervise the animal. If a student is unable to provide adequate care and supervision, a handler will be responsible for providing such care and supervision.
2. If a student requires assistance from a handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in

- accordance with state law and any procedures established by the School.
3. The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student's disability, the animal must be under other sufficient means of control.
 4. The service animal must be housebroken, under the control of its handler, healthy, and have received all necessary vaccinations as required by state law.

Responsibilities of the Handler

The care and supervision of a Service Animal is the responsibility of the Handler.

School staff are not responsible for the care or supervision of a Service Animal, including walking the animal or responding to the animal's need to relieve itself. However, staff may provide support to a student using a service animal in limited and particular instances, such as helping a young student who has a service animal take the animal outside to urinate.

Vaccinations and Health

The animal must be in good health and have been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association.

The school retains the right to request proof of vaccinations required by law. Dogs should undergo routine maintenance, including flea and tick prevention, deworming, and annual examinations. In addition, the animal should be spayed or neutered.

The school reserves the right to have the service dog removed if the dog appears unwell or presents a health or safety hazard, such as worms, uncontrolled and untreated fleas, or ticks.

Tags

In accordance with North Carolina law, all dogs must wear a rabies tag.

Control

The handler must be in complete control of the animal at all times.

The handler must keep the Service Animal on a leash/lead when the animal is in a public area (i.e. classroom, library, common area, outdoors on campus, etc.), unless the Service Animal is required to perform a task that it could not accomplish while on a leash/lead

or the handler is otherwise unable to maintain the animal on a leash/lead due to a disability; in such cases, the handler still must be able to maintain control over the animal.

The handler must maintain complete control of the animal at all times while on the school bus or any other form of school transportation. The handler is responsible for ensuring the animal does not interfere with the operation of the school bus. The handler must keep the animal immediately next to them and away from the bus driver at all times. The handler must ensure that students do not engage with the animal on the school bus. The handler shall work with the school and bus driver to determine the best location for the handler and animal to sit while on the school bus.

USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY SCHOOL VISITORS

A service animal may accompany a school visitor who is an individual with a disability in accordance with all applicable state and federal laws. A service animal that is accompanying a school visitor may be properly excluded from school property for a reason(s) set forth in other sections of this policy.

LIABILITY

The School shall hold the owner and/or the handler of a service animal or both liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or the handler, or both, shall be liable for personal injury caused by the animal or related to the presence of the animal on school property. The school requires the handler and owner to expressly accept liability in such circumstances.

REMOVAL, RESTRICTION, OR EXCLUSION OF A SERVICE ANIMAL

While access to restricted areas may be granted on a case-by-case basis by contacting the principal, the School retains the discretion to exclude or remove a Service Animal from School Property if:

1. The animal is out of control, and/or the animal's handler does not effectively control the animal's behavior;
2. The animal is not housebroken, or the animal's presence or behavior

- fundamentally interferes with the functions of the School;
3. The animal's presence would "fundamentally alter" the nature of the service, program, or activity; or
 4. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications, including those set forth above related to health.

If a principal or their designee excludes a dog or service animal from school property, they must document the reasons for the exclusion and notify the Head of School, who will decide on whether a service animal will be allowed to return to the school and, if reasonably possible, notify the individual with the disability in writing of the decision within five school days of the initial exclusion.

If the Head of School or their designee determines that an animal does not meet the definition of a service animal or that a service animal should be excluded for one or more of the reasons described in this section, the student's Section 504 or IEP Team shall meet to consider and document whether the animal's presence is necessary for the child to receive an appropriate education or to have equal access to the educational program and, if not, whether the child needs other aids and services or accommodations.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate in educational services, programs, or activities as required by law without having the service animal on the premises.

CONFLICTING DISABILITIES

If another person on School Property has a covered disability under the ADA and that person is in proximity of a Service Animal appropriate for presence on School Property, a request for assistance will be made to the principal or designee, who will consider all facts surrounding the contact and try to resolve this issue.

ATTACHMENT C

Alcohol and Drug Policy

A student's involvement with alcohol or other drugs can interfere not only with their academic and co-curricular activities but also with their emotional, physical, mental, and social development. The board's goal is to create a supportive, drug-free school environment.

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. Students and their families are encouraged to voluntarily seek help with any substance abuse problem.

This policy applies to students while on school property or at a school-sponsored event or activity (whether on or off school property) and at any other time or place where the conduct is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. The Head of School or designee may develop and oversee procedures to implement this policy.

PROHIBITED BEHAVIOR

Students are prohibited from possessing, using, selling, delivering, sharing, providing, manufacturing, or being under the influence of any of the following substances:

- a. narcotic drugs;
- b. hallucinogenic drugs;
- c. amphetamines;
- d. barbiturates;
- e. marijuana, CBD, Delta 8, or any related product;
- f. Anabolic steroids;
- g. synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2");
- h. any other controlled substance;
- i. any substance containing any amount of tetrahydrocannabinol (THC), Delta 8, or CBD, regardless of whether it constitutes a controlled substance under state or federal law;
- j. any alcoholic beverage, malt beverage, fortified, or unfortified wine or other intoxicating liquor; or

- k. any chemicals, substances, or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.

Students are prohibited from being at school with the odor of alcohol or illicit drugs about their person.

Students are prohibited from possessing, using, selling, sharing, delivering, or manufacturing counterfeit (fake) drugs.

Students are prohibited from possessing, using, sharing, selling, delivering, or manufacturing drug paraphernalia, including but not limited to rolling papers, roach clips, lighters, matches, vaping devices, vape liquid containers, pipes, syringes, and other delivery devices for prohibited substances.

Students are prohibited from possessing, using, selling, delivering, or sharing prescription or over-the-counter drugs. A student who possesses or uses a prescription or over-the-counter drug in accordance with the School's medication policy does not violate this policy.

A student is not in violation of this policy for being under the influence of a prohibited substance following its proper use as a medication lawfully prescribed for the student by a licensed health care practitioner.

Students may not conspire to sell or deliver prohibited substances or participate in any way in the selling or providing of banned substances, regardless of whether the sale or delivery ultimately occurs on school property.

The principal may authorize lawful uses of substances that are otherwise prohibited by this policy, such as for approved school projects or activities.

CONSEQUENCES

As required by law, the principal must report to the appropriate law enforcement agency any student who has used or possessed a controlled substance in violation of law while on school property. The disciplinary consequences for drug and alcohol violations are described in the School's Code of Student Conduct. After completing substance abuse treatment, a student will be provided the opportunity to be included in the school-based student support group upon re-entry to school. This is an essential component in the recovery process.

ATTACHMENT D

2.002 FAITH ACADEMY CHARTER SCHOOL ADMISSIONS, WEIGHTED LOTTERY, AND ENROLLMENT POLICY

Faith Academy Charter School is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, FACS will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

FACS will open enrollment on January 2 of each year. The open enrollment period will end on March 1 of each year. The lottery date, time and location will be published on the school's website by January 15th of each year.

No criteria for admission will be used except the completed application. The application will be available and completed via our website. A paper application will be available upon request.

If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next enrollment period begins.

Grade Level for the Lottery Application

Parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level; if admitted the student will be evaluated by the lead administrator and child's teacher before a retention decision is made. If an admitted student's retention decision was made after the child's name was drawn for enrollment in a specific grade level, the lead administrator reserves the right to withdraw or uphold acceptance.

Returning Students

Once enrolled, students are not required to enroll during subsequent enrollment periods. In late winter or early spring, parents will be asked to sign a letter of intent for the coming year to allow the school to plan appropriately for the lottery.

Enrollment Priority:

FACS will follow all rules and regulations regarding enrollment priority as specified required by applicable North Carolina law.

Faith Academy Charter School will give enrollment priority under the following circumstances as stated in G.S. 115C-238.29F(g) and 115C-218.45.

The priorities shall be executed in the following order as space permits in each grade:

1. Children or grandchildren of Faith Academy Charter School's current Board members and

full time employees or contracted persons working full time in the daily operation of the charter school are admitted before the public lottery, regardless of impact on the enrollment cap for those grade levels in which they are admitted. Students given this priority must not exceed 15% of FACS's total school enrollment, unless granted a waiver by the State Board of Education.

2. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.

3. A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

Faith Academy Charter School Lottery Policies

Weighted Lottery Policy :

Faith Academy (FACS) will use a **weighted lottery for economically disadvantaged students by weighting a student's individual chances in the general lottery**. Applicants can voluntarily identify as economically disadvantaged when applying for the weighted lottery. Only students who meet the criteria of being economically disadvantaged are eligible for the weighted lottery. The additional "weight" for economically disadvantaged students will be calculated each year to maximize the probability that 22% of the students enrolled at FACS will be economically disadvantaged. FACS will continue to use a weighted lottery and the 22% EDS target for students admitted through the lottery until 22% of the students enrolled at the school are identified as economically disadvantaged.

FACS will assess eligibility for the weighted lottery by using an optional form for economically disadvantaged status. The form will be clearly labeled as optional and will state that **"No specific information from your weighted lottery application will be obtained beyond eligibility status, and the information will not be retained"**, in addition to stating that **the family gives consent for the school to verify their economically disadvantaged status**. For economically disadvantaged students, FACS will verify the status by using household income and/or free and reduced lunch eligibility. The verification will not take place until a student has been enrolled through selection in the weighted lottery.

If a family is selected for enrollment through a weighted lottery, they must provide supporting documentation of eligibility during FACS's regular enrollment process. If a family is unable to provide the supporting documentation necessary to qualify for the weighted lottery, FACS will contact the family to offer assistance in the process. However, if the family is still unable to provide the documentation, the applicant will be returned to the general waiting list.

Multiple Birth Siblings

If multiple birth siblings apply to the school, their surname will be entered once to represent all of the multiple birth siblings. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list in the order they are listed on their application.

Other Siblings

If siblings apply for admission to FACS and a lottery is needed, FACS will allow the family to enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.

After year one, prior to the general enrollment lottery, the school will conduct a sibling lottery of the students admitted in the prior year if more siblings have applied than there are available spots. If there are more siblings that have applied than there are spots available, a grade level wait list will be started and students not receiving spots will be added to the wait list in the order in which they are pulled.

Once the sibling lottery has been completed (if needed) the general lottery will begin. FACS will place all applications received during the open enrollment period into one school wide lottery.

Lottery Results

FACS's Board of Directors will hire a third-party firm to administer the public lottery to ensure transparency in the lottery process.

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

Enrollment

Applicants drawn during the application process must reply to accept or decline admission to Faith Academy Charter School within 5 business days and 15 business days to complete registration. Should a parent decline the enrollment offer or not respond before the deadline, the school may offer admission to the next name on that specific grade's waiting list.

Applicants who are accepted off the waitlist have 5 business days from notification to accept or decline admission and complete all enrollment paperwork. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the waitlist in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence.

School's Right to Refuse Enrollment

FACS reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

FACS reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the

parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

Handling of Errors

School Errors

If the school or the 3rd Party contractor makes an error in the lottery, such as leaving a student out, the entire lottery for the affected grade level(s) will need to be redrawn.

If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

Parent Errors

If a student name is duplicated in the lottery and the school administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

ATTACHMENT E

Athletics/Extracurricular Participation Policy

ATHLETICS/EXTRACURRICULAR PARTICIPATION POLICY

Extracurricular activities include ANY athletic team, as well as Lower School, Middle School, or Upper School clubs that represent Faith Academy Charter School in competitions. To be eligible to try out and remain eligible to participate in any sport, extracurricular competition, or club leadership role at Faith Academy Charter School, students must meet the following criteria:

- All students must be enrolled in Faith Academy Charter School to participate.
- All sanctioning body (NCHSAA, NC DPI) requirements must be met.
- All students must be in good disciplinary standing throughout the entire time of their respective sport season or extracurricular activity. This means that if a student is suspended for any period of time, their status as a team or club member may be revoked by the Coach or Administration. The student is not allowed to participate in or attend any sports or co-curricular events during the time of suspension. Violations of the school's Behavior policy are subject to review by the Administration and may result in a student being placed on probation or removed from the team or club.
- All students absent or removed from school for more than half of the day of a contest for any reason may not be in the contest that school day. To participate in a competition, students must be present for a half-day of school. Please review the Attendance section of the handbook for specific times.
- Student athletes must receive a health screening each year (395 days) by a duly licensed physician, nurse practitioner, or physician assistant.
- Any athlete who quits a team voluntarily, not including medical reasons, could potentially forfeit being eligible to participate in School athletics for one year, as determined by the administration. This one-year period also applies to any athlete who has been dismissed from a team by a coach or administration.
- Parents and students are responsible for monitoring the progress of their grades throughout the quarter.
- The student must pay the participation fee (per sport season) prior to the first contest in each sport season.
- Concussion Forms must be completed and on file for each school year.

SPORTS PRE-PARTICIPATION & MEDICAL EXAMINATION FORMS

To be eligible for practice or participation in interscholastic athletic contests, the student must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician assistant, subject to the provisions of G.S. 90- 9, 90-18.1, and 90-18.2. The recommended Sports Pre-participation and Medical Examination Form can be found here: <https://www.nchsaa.org/health-and-safety-physicians/>. The student-athlete must submit the physical form, concussion statement, NCHSAA athlete participation form (for high school athletes only), and a signed student-athlete handbook to the office prior to the first day of practice or tryouts. The student shall not participate in any tryouts, practice sessions, or contests until the completed physical form has been submitted.

MEDICATION RESPONSIBILITIES

School coaches must adhere to the School Medication Administration policy, as outlined in the Student Handbook, for all athletic events, including tryouts, practices, and contests.

CONCUSSION AWARENESS

On June 16, 2011, the Gfeller-Waller Concussion Awareness Act was signed in an attempt to educate student athletes, parents, coaches, and first responders on the symptoms and expectations related to concussions. To meet these regulations, student athletes as well as their parent/guardian are required to read and sign the *Concussion: Information for Student-Athletes & Parents/Legal Custodians* document included in this packet. This is an annual requirement for participation in school athletics. The document is meant to help educate families on the symptoms and obligations associated with concussions. *Information regarding the Gfeller-Waller Concussion Awareness Act can be found at <https://gfellerwallerlaw.unc.edu/>.*

INSURANCE COVERAGE

It is recommended that players be covered by adequate medical and accident insurance. A Lifetime Catastrophic Liability Insurance plan is available to middle and junior high athletes through the North Carolina High School Athletic Association.

ATTENDANCE AT ATHLETIC PRACTICES AND GAMES/MATCHES/MEETS

Students are expected to be in attendance during both contests and practice sessions. Students must be in school attendance for at least half of the school day (four classes) to participate in practice or contests on the same day or evening. If a student is absent due to illness, injury, or another required school or family commitment, the student should make prior arrangements with the coach to obtain an excused absence. Students will be excused from team practices and/or contests during regular school vacation periods. It is the expectation of the coach and athletic department that the student will notify the coach at least 2 weeks prior to the excused absence.

A participant who fails to attend a regularly scheduled practice session or contest and receives an unexcused absence may be withheld from the next scheduled contest. If an additional unexcused absence occurs, the participant may be dismissed from the team for the remainder of the sports season. Excused and unexcused absences may affect a student-athlete's playing time, as new plays, stunts, and formations may have been missed.

Students absent from athletic practice for five or more consecutive days due to illness or injury must receive a medical release from a physician licensed to practice medicine before remittance to practice or contests. Students with potential head injuries must obtain a medical release from a physician licensed to practice medicine before remittance to practices or contests.

UNIFORMS

Student athletes are responsible for the care, security, and use of uniforms and any sports equipment provided by the school. Athletic participants will be responsible for paying the replacement fee for equipment items issued for use by the school that are deemed abused or not returned. Student-athletes will be withheld from athletics in the succeeding seasons and all school events, as well as field and overnight trips, until this obligation is met.

INAPPROPRIATE ACTIONS, BEHAVIOR AND CONDUCT

The Coach, Athletic Director, Dean of Students, and Director reserve the right to deny athletic participation to any student whose inappropriate actions or conduct are not explicitly covered in this handbook or individual team rules.

Unsportsmanlike conduct, insubordination, inappropriate behavior/conduct in school or at home or away contests, etc., are not representative of School students, teachers, or families and will not be tolerated. Exemplary actions, behavior, and conduct are expected from all parties in attendance. Any student, parent, or individual who exhibits unsportsmanlike conduct or inappropriate behavior will be barred from any additional athletic events that season. A second offense in subsequent seasons will result in banning the individual from any athletic contests involving the School for the remainder of the school year.

24- HOUR RULE

School parents and coaches will be expected to follow a 24-hour rule regarding communication with one another. School coaches are competitive, and School parents are passionate about their children. There may be times when coaches and parents disagree about playing time, position, strategy, or other aspects of the game. The appropriate time to discuss these matters is not immediately following an athletic contest. As a result, parents should not contact a coach within 24 hours of any such contest. Once the 24-hour window has passed, a parent may request a meeting with the coach to discuss the disagreement. Parents and coaches should remain cordial and respectful during any such meeting.

TRAVEL AND TRANSPORTATION

Coaches will provide parents with expected arrival times for practice, games, meets, and meetings. It is expected that parents will respect the coaches' time and be prompt in picking up their children. Coaches are expected to stay with students no more than ten minutes past the anticipated arrival time provided to the parents. The Grade Level Principal will handle any issues with parents failing to pick up their child on time, and the student's ability to participate in practice and future games may be jeopardized.

Please note that student-athletes are not permitted to ride with coaches, regardless of the circumstances.

ATHLETIC GRIEVANCE POLICY

All problems, concerns, or complaints must be addressed in private at a time previously scheduled with the coach. Concerns should not be discussed in front of the other student

athletes and must first be addressed to the coach at an agreed-upon time and location. If closure is not reached between the parent and coach, then the following grievance address structure should be followed:

1. Coach of Sport
2. Athletic Director
3. Principal
4. Lead Administrator

TRYOUTS

The Head Coach of the sport will determine roster sizes. Students are strongly encouraged to be at each tryout session and must be in attendance for AT LEAST one tryout session to be deemed eligible to make a team. An athlete who does not make a team may try out for another sport, provided that the tryout for that sport has not already been completed. Athletes are allowed to play only one sport at a time during a season. Only students currently enrolled at the School are eligible to attend tryouts.

PLAYING TIME

One of the most emotionally charged issues surrounding an athlete's involvement in athletics is the allocation of playing time. Although attendance, attitude, commitment, effort, and ability all play a role in determining playing time, it is ultimately the coach's decision. At FACS, our sports teams are competitive, and playing time is not equal across the team. It is the responsibility of each coach to decide who starts a contest, what position the athletes play, and how long they should play. All students, parents, and community members are asked to respect this model and the coach's decision. If a parent or student has a concern about their playing time in a match, a meeting should be scheduled with the coach to discuss the issue. If the parent or student is not satisfied with the resolution, the parent or student should follow the grievance policy set forth in this handbook.

INCLEMENT/HOT WEATHER GUIDELINES FOR OUTDOOR SPORTS

All outdoor sports should follow the Inclement/Hot Weather Guidelines found at <https://www.nchsaa.org/health-and-safety-physicals/>

These guidelines are reviewed/revised annually by the Sports Medicine Advisory Committee of the NCHSAA.

SCHOOL DISCIPLINARY ACTION

Students currently suspended from school will not be permitted to practice or participate in games. Students who are on their second suspension of the school year will not be allowed to play in the next game. At any point in time, a student may be removed from the team for disciplinary reasons.

Attachment F

Title IX Discrimination and Harassment Policies For Students and Staff Members

Title IX provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

It is the policy of Faith Academy Charter School that students should not be subjected to forms of unlawful discrimination or harassment, 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 the School regarding the identification, prevention, intervention, and reporting of such anti-social acts. The School 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. The School strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The School will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, the School expressly prohibits discrimination or harassment based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, the School also prohibits gender-based harassment, which is unwelcome conduct based on a student’s sex, harassing conduct based on a student’s failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

2. Retaliation

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation,

proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, the School 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 Head of School or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a via other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within the School's "education program or activity," which includes, but is not necessarily limited to, behavior:

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. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and 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, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

C. DEFINITIONS

For purposes of this policy ONLY, 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 the basis of gender or sex (including transgender and LGBTQ+ identification). Discrimination may be intentional or unintentional.

2. Harassment

Prohibited harassment, including sexual harassment, under this policy means conduct on the basis of sex/gender that satisfies one or more of the following:

1. An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)
3. Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence" and "stalking" (as defined by Violence Against Women Act).

For purposes of this policy, "hostile environment" means that the harassment is objectively severe and pervasive enough that a reasonable person would agree that it is harassment and must be based on sex or gender. A hostile environment may be created through pervasive or persistent misbehavior if sufficiently severe.

Examples of behavior that may constitute 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. 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.

Examples of 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, as well as 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.

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Conduct Not Covered by This Policy

Conduct that does not meet the definitions set forth above in this Title IX Policy are not subject to the School's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other School policy, including the School's Code of Conduct, non-discrimination policy, and bullying policy. Please refer to and follow those policies for such conduct.

TO REPORT A VIOLATION OF THIS POLICY: PLEASE REFER TO THE SCHOOLS TITLE IX REPORTING AND GRIEVANCE POLICY.

This Policy as it pertains to Title IX shall remain in effect to the extent required by law.

Title IX Coordinator's Duties, Notice, Reporting And Grievance Policy

This Policy sets forth the School's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with the School's Title IX policy. This Policy only pertains to Title IX and alleged violations of Title IX. It does not apply to any other type of discrimination, harassment or bullying. Please refer to the School's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

The School's Title IX Coordinator is:

Amy Wise

awise@faithacademync.org

1. TRAINING AND PROGRAMS

The designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and 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 or harassment;
- (2) teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and
- (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

In addition, training of Title IX personnel, including the Title IX Coordinator, Investigator(s) and Decision-maker(s), must include training:

1. On the definition of the definitions of prohibited conduct, including sexual harassment;
1. The scope of the school's education program or activity;
2. How to conduct an investigation;
3. The grievance process including appeals, and informal resolution processes;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Relevance, including how to apply the rape shield protections provided only for complainants.

Moreover, training for Title IX personnel, including the Coordinator, Investigator(s), Decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment. The School will post materials used to train Title IX personnel on their websites for a minimum of seven (7) years after posted, if any, or make materials available for members of the public to inspect.

2. NOTICE

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. 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 job applicant information, admissions information, student and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

3. TITLE IX COORDINATOR

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the SCHOOL and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of the SCHOOL's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating the school's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

4. EVALUATION

The Head of School or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful sex/gender discrimination and harassment and shall share these evaluations periodically with the School's Board.

5. CONFIDENTIALITY

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any

individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the School to provide an environment free of unlawful discrimination or harassment. The Head of School shall report to the Board all verified cases of unlawful discrimination or harassment under the School's Title IX Policy.

6. REPORTING TITLE IX VIOLATIONS

1. For Students:

- a. To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor, grade-level Principal, Head of School and/or Title IX coordinator immediately and file a complaint.
- b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, grade-level Principal, or Head of School, as soon as possible and within 24 hours.
- c. If the Head of School is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.

2. For Employees: for discrimination, harassment, and sexual harassment complaints based on sex/gender, employees should contact the Title IX coordinator immediately and follow the School's harassment and discrimination policy as well as its Title IX Reporting and Grievance policy.

3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

4. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

5. Reporting may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

G. DEFINITIONS

As used in this and all other Title IX related policies, the following definitions shall apply.

1. “Complainant” is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.
2. “Respondent” is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
1. “Formal complaint” is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
2. “Document filed by a complainant” means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.
3. “Supportive measures” are individualized services reasonably available that are non- punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School’s selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

The School is required to respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment or allegations relevant to mandatory reporting laws in North Carolina. Notice to the Title IX Coordinator or to any School employee, board member, or official with authority to institute corrective measures on the School’s behalf, charges the School with actual knowledge and triggers the School’s response obligations under Title IX.

The School will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The School shall also comply with the following mandates:

1. The School will offer supportive measures to the person alleged to be the victim (referred to as the “complainant”).
2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

1. The School will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
2. The School will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
3. The School will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
4. A complainant's wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).
5. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the School's Title IX policy, or the alleged conduct did not occur in the School's education program or activity, against a person in the United States, the School must dismiss such allegations for purposes of Title IX. However, the School may still address the allegations in any manner the School deems appropriate under the School's code of conduct or other policies.
6. Treat complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.
7. Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
8. All Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) shall be free from conflicts of interest or bias for or against complainants or respondents.
9. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
10. The School's grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
11. Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).
12. The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS

Supportive measures include: services, accommodations, and/or other assistance that the School puts in place for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. The School wants students and employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to

access their educational opportunities. We also want students and employees to understand their reporting options and how to access available interim measures.

Upon receiving a report of sexual harassment, the School will provide the complainant, or their advocate, with a written explanation of the interim measures available at School and through local community resources [insert name of local resources] and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

A complainant or their advocate may request the interim measures listed below. The School – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant’s safety and equal access to educational programs and activities:

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;
- A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

Depending on the specific nature of the problem, remedies for the complainant may include, but are not limited to:

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;
- Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

When a respondent is found responsible for sexual harassment, the School will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the School may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

- For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. INVESTIGATIONS

The School shall investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint.

The School, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. The School may choose an outside investigator, School employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on the School, not on the parties.
2. The School must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.

3. The School must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).
4. Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.
5. The School shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
6. The School shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 calendar days for the parties to inspect, review, and respond to the evidence.
7. The School shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 calendar days for the parties to respond.
8. The School shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the School’s Title IX policy or did not occur in a school’s education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the School from addressing the conduct in any manner the school deems appropriate.
9. The School may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. The School shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. The School may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. The School shall protect the privacy of a party’s medical, psychological, and similar treatment records and shall not access or use such records unless the School obtains the party’s voluntary, written consent to do so.

K. DECISION-MAKER

The School, through the Title IX Coordinator or other authorized School official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator, and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

1. Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
2. All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant’s prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
3. Use the preponderance of the evidence standard in reaching her/his decision.
4. Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person’s status as a complainant, respondent, or witness.

5. After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
6. Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
7. The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

L. GRIEVANCE PROCESS

Prompt Filing. The Complainant must file a formal complaint within a reasonable time, ideally within 10 school days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the School to conduct a thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities or to protect the School community.

Timeline. 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, within sixty (60) school days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of the School. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation. The Title IX coordinator or other School official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker. The Decision-maker shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal. Either party may appeal the Decision-maker's decision to the Board of Directors within 14 calendar days after a decision is made or the School dismisses a formal complaint in a Title IX proceeding, on the following bases:

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
1. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will

provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

M. INFORMAL RESOLUTION PROCESS FOR STUDENTS

After a formal Complaint is filed, the School may, in its discretion, offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The School will not require participation in an informal process. And, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The School does not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Any person who facilitates an informal resolution must be well-trained. The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. Finally, the School may not offer an informal resolution process unless a formal complaint is filed.

N. POLICY APPLICATION

This policy shall remain in effect as long as required by law.

Attachment G

Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying And Complaint Process

No student or School employee shall be subjected to bullying or harassing behavior by School employees or students as defined and set forth below. Faith Academy Charter School takes seriously all complaints of discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy applies to violations under Title VI. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the corresponding School's policies for Title IX and VII matters.

Definitions:

As used in this policy, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

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

"Cyber-bullying and cyber-harassment" are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media.

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

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.

A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting

Mandatory Reporting by School Employee: Any employee or volunteer who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to the Lead Administrator or Human Resources Representative. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

Anonymous Reporting: Reports under this policy may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

Reports by Students and/or Parents/Guardian: Any individual who believes they have been subject to conduct or communication in violation of this policy are strongly encouraged to file a complaint in writing to any of the following:

- a. the school counselor, teacher, dean of students, principal or assistant principal of the School for any claim of discrimination, harassment or bullying, including Title VI complaints;
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- d. any member of the Board if the alleged perpetrator is the Head of School.

Investigation of Reports

Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. The School will follow its Code of Conduct for all investigations and discipline for behavior falling under this policy.

Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated

at the discretion of school officials; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.