

Envision Science Academy



**Stimulate the whole mind.
Educate the whole child.**

Parent and Student Handbook 2024 – 2025

Envision Science Academy

Email:

info@envisionscienceacademy.com

Website:

www.EnvisionScienceAcademy.com

MISSION STATEMENT
The mission of Envision Science Academy is to provide innovative instruction through experiential learning with a focus on science, technology, engineering, arts, and mathematics (STEAM) in order to prepare elementary and middle school students to compete, lead, and excel in the global marketplace.

Revised 7/15/24

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Dear Families:

Welcome to Envision Science Academy (ESA)! We are excited to have you as a part of our school and look forward to our partnership. This Parent and Student Handbook will provide you with information regarding school life, policies, and procedures for the success of your child(ren) at ESA.

Please read the entire handbook and discuss it with your child(ren). Also, please sign and return the acknowledgement page at the end of the handbook.

Thank you for making us your educational choice. Please feel free to contact us if you have any questions, thoughts, or concerns.

Sincerely,

ESA Board of Directors, Executive Director, Administrators,
Teachers, and Staff

Hours of Operation

Regular Schedule	
<i>Arrival</i> K-4 & Combination: Grades 5-8:	7:30 AM - 7:55 AM 7:55 AM – 8:15 AM
<i>Instructional Hours</i> K-4 Grades 5-8	8:00 AM – 2:45 PM 8:15 AM – 3:05 PM
<i>Dismissal</i> K-4 Grades 5-8	2:45 PM – 3:05 PM 3:05 PM – 3:30 PM
<i>Office Hours</i> Open Closed for Carpool	7:30 AM – 4:00 PM 2:30 PM – 3:30 PM

Early Release Schedule	
<i>Arrival</i> K-4 & Combination: Grades 5-8:	7:30 AM - 7:55 AM 7:55 AM – 8:15 AM
<i>Instructional Hours</i> K-4 Grades 5-8	8:00 AM – 11:30 AM 8:15 AM – 11:50 AM
<i>Dismissal</i> K-4 Grades 5-8	11:30 AM – 11:50 AM 11:50 AM – 12:15 PM
<i>Office Hours</i> Open Closed for Carpool	7:30 AM – 4:00 PM 11:15 AM – 12:15 PM

IMPORTANT CONTACT INFORMATION
<p>Envision Science Academy 590 Traditions Grande Blvd, Wake Forest, NC 27587 Phone: 919-435-4002 Fax: 919-307-4308 info@envisionscienceacademy.com</p> <p>Staff email addresses may be found in the staff directory on the school website at www.envisionscienceacademy.com.</p>

Curriculum

Envision Science Academy delivers an instructional program focused on science, technology, engineering, arts, and mathematics (STEAM), while using the North Carolina Standard Course of Study as the foundation. Integration of the Arts with STEM enhances student engagement and learning and unlocks creativity and innovation. The STEAM focus aims to develop well-rounded students who can reflect logically and culturally, enhancing their competitive advantage in an ever-changing global economy.

Envision's goal is to *stimulate the whole mind* in an effort to *educate the whole child*, as stated in our motto. Core classes include science, math, language arts, and social studies. Specialty and elective classes include art, music, physical education, foreign language, coding, and STEAM. Envision offers smaller class settings, project-based learning, and differentiated instruction where students are encouraged to work to their fullest potential. The rigorous instructional program has an interdisciplinary structure in which technology is integrated and common themes are studied across multiple subjects.

Enrollment and Admissions

Please refer to Envision Science Academy's Policies Manual, located on our school website, for full and detailed information regarding the Lottery Procedures and Policies.

Envision Science Academy's admission process will be governed by the North Carolina General Statute GS 115C-238.29F(g), which states that no student shall be denied admission based on race, origin, religion, ethnicity, gender, ancestry, disability, or academic ability. Any resident may apply for admission to ESA. All applicants will provide proof of residency with their submitted application. Applications will be accepted by any family seeking admission to the school if applications are submitted in a timely manner. Enrollment applications and procedures will be available in early December of each year on the school's website. The enrollment period will begin in January and end in February and will be no less than 30 consecutive days. Applications should be completed and submitted by the end of the enrollment period. If the number of applications exceed the number of available seats, a public lottery will be held. After seats are filled, the lottery will continue to determine the order of each grade level waiting list. Current year waiting lists will be dissolved at the end of the school's second quarter. Lottery procedures will comply with the NC Open Meetings Laws provided in GS 143-318.10(a).

Envision Science Academy offers the following student preferences:

- Children and grandchildren of full-time employees and board members are automatically admitted, as long as this preference does not surpass 15% of the overall student enrollment of the school.
- Siblings of currently enrolled students who apply during the open enrollment period and are identified as a sibling of a currently enrolled student will be given enrollment preference in the upcoming academic year. If there are more siblings than openings in any grade level, there will be a sibling lottery held before the weighted & general lotteries.
- Multiple birth siblings will be entered into the lottery as one applicant. If that application is selected during the lottery, all multiple birth siblings shall be admitted into the school,

despite the number of open seats.

Lottery Procedures

Weighted Lottery: To conduct the weighted lottery, seats for 1% of the ADM for the upcoming school year, will be set aside for Economically Disadvantaged students. Prior to the annual lottery, school administration will identify the kindergarten applicants who qualify as Economically Disadvantaged through analysis of the enrollment applications submitted. Administration will work to identify the number of seats for Economically Disadvantaged students available for the incoming Kindergarten class. Those seats will be set aside for the weighted lottery.

After seats have been distributed to both of the first two preferential groups, the weighted lottery will take place. Students who qualify for the weighted lottery are randomly chosen until the annual allocated seats for the Economically Disadvantaged student population has been chosen. After the seats in the weighted lottery have been awarded, the weighted lottery ends until the next enrollment window in the following year, and the remaining students who qualify for the weighted lottery will be placed into the general lottery.

During the enrollment window, families will have the opportunity to complete the optional form alongside their application to provide their eligibility under the Economically Disadvantaged category. It will be stated that students who qualify as Economically Disadvantaged will receive entry to the weighted lottery. This designation will not be required of all applications. Families who do not wish to provide this information will not have their chances altered in any way.

ESA will provide entrance to the weighted lottery to any student who meets the Economically Disadvantaged criteria set forth by the National Free and/or Reduced Lunch program. Applicants who select that they wish to apply for Economically Disadvantaged weighted lottery will be required to consent to provide verification of household income to school administration in order to verify FRL status. Verification will take place once a student is enrolled through the weighted lottery. The weighted lottery is an optional process. Once eligibility is confirmed, the information provided, as well as any documentation, will not be retained for any other purposes. School staff can assist families in the verification process as needed. If a family is unable to verify eligibility, including after staff assistance, that student will be moved to the end of the waiting list for that particular grade level.

After the weighted lottery, the remaining students are placed in the general lottery pool, and the remaining seats are filled through the general lottery process.

The time frame for parents/guardians to accept offered seats during the waiting list process will be based on the following four phases:

Phase I	90 days prior to the 1st day of school - 5 business days to accept or decline seat offer and complete admissions form, and 5 business days to submit supporting admissions documents
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Phase II	60 days prior to the 1st day of school - 3 business days to accept or decline seat offer and complete admissions form, and 5 business days to submit supporting admissions documents
Phase III	30 days prior to the 1st day of school - 3 business days to accept or decline seat offer and complete admissions form, and 3 business days to submit supporting admissions documents
Phase IV	1st day of school and beyond – 1 business day to accept or decline seat offer, complete admissions form, submit supporting admissions documents, and be in attendance on next school day, except those with prior approval

Application of Sibling Preference to New Admissions

When a family completes enrollment lottery applications for multiple siblings, each will apply separately and be assigned to the lottery or waiting list independently. At the time that a seat offer is accepted for one sibling, their other sibling(s) will be moved from the general wait list to the bottom of the sibling waiting list.

Admission Attendance Policy

As a charter school, funding is awarded by the State of North Carolina based on, and is given in proportion to, how many students are in daily membership from Days 1-20. Once a parent/guardian accepts a seat, the student must attend school on the first school day of the associated school year after acceptance or provide notification as to the reason why they are unable to do so. If a student does not attend school on the first school day of the associated school year after acceptance, and the school is not notified, the staff will make every reasonable effort to contact the parent/guardian via email and phone. If no contact is made and the student does not attend school as described above, the student’s seat will be forfeited and awarded to the next person on the waiting list for that grade level. The admissions attendance policy applies to each individual student. Multiple births and siblings are considered separately, as each individual student is expected to attend school on the first school day of the associated school year after acceptance. In the event of extenuating circumstances, each case will be reviewed independently by the Executive Director.

Appeal

A parent/guardian may appeal the forfeiture of a seat at Envision Science Academy due to failure to meet the admissions attendance policy as stated above. A written appeal must be emailed to the Executive Director by 12:00 noon on the day after the notification of forfeiture. The Executive Director reserves the right to grant or deny the appeal based on its merits. The Executive Director will consider the welfare of the student, the impact on the family, and the impact on the school.

Attendance and Absence

To be counted present, students must be in attendance at least one-half of the school day. This includes attendance at official school activities at a place other than school. Students should proceed directly to their assigned areas at the beginning of each school day. Students arriving to school after the school’s official start time will be marked tardy. Parents/guardians must escort tardy students into the school and sign them in at the front office. Excessive tardiness

results in a loss of instructional time and is also a disruption to the classroom environment.

Envision Science Academy encourages parents/guardians to only allow their children to miss school for worthy reasons. A Scheduled Absence form should be signed by parents/guardians and all teachers, then submitted to administrators at least 3 school days prior to any known excused or unexcused absence. Submission of the Scheduled Absence form does not mean that the absence will automatically be identified as “excused,” as they are only excused if the student cannot attend school due to one of the “lawful absences” identified by the State of North Carolina.

Excused absences include illness or injury, a death in the family, medical appointments, religious observance (2 per year), court proceedings (based on student’s or parent’s practices), military deployment of parent/guardian, and outside educational opportunities. Outside educational opportunities include unique opportunities and experiences that cannot be done at any other time (such as performing in special events, etc.) and must be approved in advance by the Executive Director/designee. They do not include beach trips, aquarium visits, etc. that can be done at any time.

Whether the absence is “excused” or “unexcused,” parents and students should coordinate with all of their teachers to determine the due date for any projects or assignments whose deadlines fall during the absence. Any homework/classwork, tests or quizzes administered during the absence will be given to the student either prior to their absence or at an agreed upon date after they return, at the discretion of the teacher. Also, to protect the integrity of any missed assessments, teachers may provide students with an alternate version of the test or quiz. Scheduled absences will not be approved during standardized or achievement testing days.

All absences are recorded as unexcused until proper documentation is provided to the school. Administrators or teachers will notify parents/guardians if there are three or more unexcused absences and will address concerns that absences are becoming excessive. Excused and unexcused absences beyond twenty days are considered excessive. Students who exceed twenty combined excused and unexcused absences during the year will be referred to the attendance committee that will determine if the student should be retained. The Executive Director/designee shall have the authority to waive the decision of the committee. Envision will follow the Compulsory Attendance law (G.S. 115C-378) to review each situation on a case-by-case basis.

Academic Calendar

Envision’s academic calendar closely resembles a traditional calendar, except it has been modified by extending the school year to 190 instructional days, instead of the traditional 185 days. The year is divided into two semesters, each with two quarters. Summer break is been shortened to approximately eight weeks.

The academic calendar includes the following holidays:

- Labor Day
- Veterans’ Day

- Thanksgiving
- Christmas
- New Year's Day
- Martin Luther King Jr. Day
- Good Friday
- Memorial Day
- Juneteenth

Dress Code

Students are asked to dress neatly and wear school approved uniforms. Clothing should be clean, fit properly, and be free of tears or holes. Uniform tops and bottoms may be purchased from any store as long as they meet the following dress code guidelines:

- **BOTTOMS** (skirts, skorts, pants, shorts, capris, etc.) - khaki, or navy and **logo-free**. Skirts/skorts/shorts must be no shorter than 2" above the knee. Skirts may be worn with any approved school uniform color modesty shorts or tights underneath. Pants may be flat-front or pleated, but cargos and jeans are not allowed. Undergarments should not be visible or show through clothing.
- **TOPS** (long- or short-sleeve) - burgundy/maroon, grey, navy or white and **logo-free**. Tops are polo-style shirts. Although it is highly encouraged that tops are tucked in and belts are worn, we recognize that these actions may be difficult for some students, especially the younger ones. Therefore, we will show some leniency in these areas. Additionally, long-sleeve white or grey t-shirts may be layered under short-sleeve polo-style shirts to prolong their usage during cooler months.
- **OUTER GARMENTS** - such as sweatshirts, sweaters, hoodies, and similar items worn in the school building during the day must be ESA logo spirit wear. This does not apply to items such as winter coats or jackets that are worn exclusively when students are outside. All spirit wear must be purchased through approved ESA vendors. Appropriate uniform tops must be worn under any outer garment at all times.
- **DRESSES** (rompers, jumpers, polo-style dresses) – Dresses must be burgundy/maroon, grey, khaki, or navy and **logo-free**. Rompers/jumpers must be worn with a polo-style shirt underneath which must be an approved top color. All dresses must be no shorter than 2" above the knee and may be worn with any approved school uniform color modesty shorts or tights underneath.

Any closed-toe, closed-heel footwear may be worn. Flip flops or other open-backed shoes (clogs, Crocs, Rainbows, etc.) that could pose a safety risk to the student are not allowed. Socks must be solid white, grey, navy, or black. The pair of socks should match. Students should always wear sneakers and socks on their PE days.

Jewelry and makeup should be modest and appropriate. Hair must be combed/brushed daily and kept neat and clean. Hairstyles, jewelry, tattoos, piercings, and other accessories that pose a distraction, as determined by the Executive Director/designee, are not permitted. Hats, bandanas,

head scarves, etc. should not be worn in the building unless for documented medical or religious reasons. Soft-sided backpacks or book bags are acceptable. Rolling or hard-shell backpacks or book bags are not permitted.

Transportation

Envision Science Academy does not provide transportation to and from the school.

Transportation to and from school is provided by the parents/guardians. Ride sharing is an option to be handled directly through the persons involved. Parents are expected to be prompt when dropping off and picking up their student(s) in carpool. Parents/guardians should not get out of their vehicles. Young students should be encouraged to buckle/unbuckle themselves and open/close the door of the vehicle on their own. Students should proceed directly to the classroom in the morning. All students arriving after morning carpool has ended must be escorted and signed in at the main office and will be marked tardy. All students remaining at the conclusion of afternoon carpool will be enrolled in the SOAR after care program at a rate of \$1 per minute. Parents must enter the school to check out their student from the SOAR program and late pickup payments are due at the time of pickup.

Walkers/Bike Riders

The intent and the spirit of the walkers/bike riders policy is to accommodate parents/guardians and students who live within typical walking/bike riding distance of ESA. Walkers and bike riders must show evidence of residency within one mile of the school campus. Parents/guardians of walkers/bike riders are strictly prohibited from parking their vehicles on ESA's campus, then walking to the walker exit to retrieve their students. ESA strongly discourages vehicles involved in the carpool process from parking in areas that block or interfere with neighboring residences. These areas are monitored by local law enforcement. Abuse of the walkers/bike riders policy and procedures may result in the immediate revocation of this privilege.

For safety purposes, ESA requires all parents/guardians and students to adhere to all procedures and conditions contained in the Walkers and Bike Riders authorization form. ESA parents/guardians and students are aware of and assume any risks involved in walking or riding a bicycle to or from school. If parents/guardians and students sustain personal injury to themselves because of walking or riding a bicycle to or from school, the injured parties agree to hold harmless Envision Science Academy, its employees and agents from any liability. All bike riders are required to wear a protective helmet, at a minimum. Student bike riders will not be allowed to ride his/her bike home without a helmet.

Any changes in a student's mode of transport shall be reported to the school by a parent/guardian. Students are not allowed to verbally change their mode of transport.

Before- and After-School Care

On-site before and after school care is offered through ESA's SOAR program. Any questions or issues should be addressed directly with the SOAR program director. Students should be picked up on time each day or a late fee will be assessed at the rate of \$1 per minute and payment is due at the time of pickup. The SOAR program may include structured homework time and planned activities. If school is delayed due to inclement weather, the before school SOAR program will not operate. If school closes early due to inclement weather, the after-school SOAR program

will not operate. If your child attends an off-site, third party before and after school program please direct all communication to the vendor.

Lunch

Parents/guardians are asked to provide a nutritious lunch, snack (optional), and drink for their child/children. Microwaves will be available to heat meals, but time for heating is limited to approximately 90 seconds so students may reheat/warm their food and have plenty of time to eat. If you pack your child's lunch, please be sure to **include the utensils** they need. Another option is to purchase lunch at school through our contracted vendor. If you order lunch through our online vendor, and do not order a drink, please send one to school with your child. The school does not accept deliveries for students from restaurants or food delivery services (Door Dash, Grub Hub, Uber Eats, etc.). Although Envision Science Academy is not a peanut/food allergy free zone, we will make every effort to provide a safe eating environment for children with food allergies.

In the unlikely event that students forget their lunch, we will provide them with a pre-packaged lunch option and a beverage. Parents/guardians will be notified when their child is provided a lunch by the school. Parents/guardians will be required to reimburse the school for the cost of the lunch.

Some students may qualify for free or reduced lunch if the household's gross income is within the free or reduced-price limits on the Federal Eligibility Income Chart. Income verification will be required. Students may also be eligible if the household receives benefits from WIC, Food and Nutrition Services (formerly known as The Food Stamp Program), the Food Distribution Program on Indian Reservations, or TANF/Work First. Parents/guardians may talk to the office manager about eligibility and how to apply.

Students should follow the directions and procedures provided by the staff at all times during lunch, sit as assigned by the teacher, keep conversations at an appropriate indoor level, use good table manners, and pick up after themselves. Students are entitled to sit down and eat their lunch without disturbance.

Recess

Recess offers an opportunity to exercise, relieve tension, and stimulate learning, and provides a significant health benefit to students. All students are expected to participate in recess unless there is a medical reason that deems them unable. Structured recess and other physical activity should not be taken away as a form of punishment for students. In the event of inclement weather, safety precautions will be taken.

Athletics/Concussion

Policies, procedures, and the emergency action plan regarding Athletics may be found in the ESA Athletic Handbook. Furthermore, Envision Science Academy has a written Concussion protocol that includes all students, teachers and staff during regular school hours, after school activities, and school sponsored sports activities. During regular school hours, any student or staff member that suffers any type of head injury will be evaluated by the School Nurse or his/her designee (hereafter referred to as School Nurse). For those students and staff participating in after school sponsored

sports teams, head injuries will be evaluated by the coach and/or Athletic Director.

A concussion is any type of injury to the head that changes how the brain normally works. It can be caused by a bump, blow or jolt to the head. It can also be caused from a fall or blow to the body that causes the head and brain to move rapidly back and forth.

During regular school hours:

Depending on how and where the head injury occurred, the student or staff member will either be assessed at the site of the injury or will be escorted by an adult to the Nurse's Office for evaluation. If a fall has occurred, the injured student, teacher or staff will remain unmoved until evaluated by School Nurse.

Falls resulting in head or neck injuries:

Do not move injured person who has fallen from heights greater than standing position of injured person. The School Nurse will evaluate the injured student or staff member for any neck and/or spine injury. If none is noted, the injured person will be escorted back to the Nurse's Office via the school transport chair and further evaluated.

Head injuries from bumps, blows or jolts:

The injured person should be escorted to the Nurse's Office for evaluation by either another student or an adult. The School Nurse will evaluate the injured person for possible concussion.

The School Nurse will evaluate for signs of concussion such as:

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events prior or after the injury
- Loses consciousness (even briefly)
- Headache or "pressure" in head
- Nausea or vomiting
- Balance or gait issues
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise

Danger Signs:

- Numbness or tingling
- Unusual pupil size, shape, not reactive to light
- Slurred speech
- Unusual behavior

If any of these signs or symptoms are present, contact the parent/guardian and request that the injured person be picked up from school and evaluated by a physician. If several signs and/or symptoms are present or if any of the "danger" signs are present, call EMS immediately and then contact the parent/guardian.

After evaluating the injured person and no signs and symptoms of a concussion is present, contact the parent/guardian and advise of injury and assessment and share with parent/guardian the signs and symptoms of a concussion, advising that if any are noted, the injured person should be evaluated by a physician.

Students that have an injury that causes a concussion either during regular school hours, after-school sponsored activities including sports teams or outside of regular school hours must present a physician's note outlining the restrictions and/or limitations of the person and for how long. Teachers and staff will work with the School Nurse to ensure that all health restrictions and limitations are understood and followed. If there is a change in the student's condition, teachers and staff should notify the School Nurse and escort the student to the Nurse's Office for evaluation. Based on the School Nurse's evaluation, the student will either return to class, will leave with parents or, if needed, EMS will be called.

Events outside of normal school hours and/or non-sports events

In the case of injury associated with school sponsored events that may occur outside of normal school hours or other events where the school nurse or other qualified persons may not be present to evaluate for concussion, EMS should be called. If the parent of the student is present, the parent would make the decision of whether or not to call EMS.

During school sponsored sport team games and practices:

In the event that a head injury occurs during a school sponsored sports game or practice, the student or staff member will be assessed at the site of the injury by either the coach or the Athletic Director. If a neck or spinal injury is suspected, the injured student or staff member will remain unmoved until evaluated by the coach or Athletic Director.

The coach or Athletic Director will evaluate for signs of concussion such as:

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events prior or after the injury
- Loses consciousness (even briefly)
- Headache or "pressure" in head
- Nausea or vomiting
- Balance or gait issues
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise

Danger Signs:

- Numbness or tingling
- Unusual pupil size, shape, not reactive to light
- Slurred speech
- Unusual behavior

If any of these signs or symptoms are present, contact the parent/guardian and request that the injured person be picked up and evaluated by a Physician. If several signs and/or symptoms are present or if any of the “danger” signs are present, call EMS immediately and then contact the parent/guardian.

Post-Concussion Return to Learn or Play:

Teachers and coaches will follow the recommendations of the student’s physician as to the type of and what activities that student is allowed to participate in. Teachers may have to provide non-computer options for school work, and/or provide extra time to complete activities including tests. Coaches may have the student athlete attend practices and/or games but shall not participate in any activities until cleared by the student athlete’s physician. Teachers and coaches will continue to monitor the student for any increase in concussion symptoms or change in mood and/or behavior. Students should be sent to the School Nurse if he/she has any increase in symptoms or change in mood and/or behavior.

Envision Science Academy will adhere to and follow all applicable components of the Gfeller-Waller Concussion Awareness Act. It shall be the responsibility of all teachers, the athletic department, school administration and staff members to adhere to and follow the three major areas of focus in the law. These include education, emergency action and post-concussion protocol implementation, and clearance/return to play or practice following concussion. Specific and detailed information can be found at the sites provided below.

- [Centers for Disease Control and Prevention concussion information](#)
- [Gfeller-Waller Concussion Awareness Act information](#)

Health and Immunization

For a list of all required immunizations, visit the North Carolina Department of Health and Human Services. The student’s physician can provide parents/guardians with their child’s immunization record. Immunization records are required prior to the first day of school. If an immunization record is not received after 30 calendar days from the first day of school, the Executive Director/designee is required by law to suspend the child from school on the 31st day until evidence of immunization is presented. Students will be dismissed from school and allowed to return after immunization records are submitted to the main office.

North Carolina law requires that all students present a Health Assessment for admission into the school for the first time. The Health Assessment must be received within 30 calendar days from the first day of school. The Health Assessment form is available at area doctors' offices and on Envision’s website. Parents whose children do not have a regular physician can get health assessments and immunizations through their local health department.

Sick Policy

General Guidelines

In alignment with general health and safety guidelines, students shall not attend school if any of the following symptoms are present:

1. Fever of 100°F or higher

2. Vomiting or diarrhea
3. Any contagious disease or condition including but not limited to strep throat, pink-eye, chicken pox, head lice, and skin rash.

Students must be symptom free and/or have received appropriate treatment for 24 hours prior to returning to school, or in the case of surgeries or other procedures, be medically cleared to return to school by a physician (physician's note required).

Students will be assisted with minor injuries. For more severe illnesses and injuries, parents/guardians will be contacted and required to pick up the student from school. The school also will call 911 to seek emergency assistance as deemed necessary.

Medications, both prescription and over-the-counter, will only be distributed to students if signed, detailed physician's orders and parent permission forms are on file at the school for each medication. New physician's orders and parent permission forms must be submitted each school year and for any medication changes that occur during the school year. Medications will be distributed from the main office only by school personnel trained to do so.

Students may self-carry and self-administer both prescription and over-the-counter medications only if explicitly indicated in the signed physician's order. This authorization must be renewed annually and kept on file at the school. The school, through the Executive Director/designee, reserves the right to review and deny a student's privilege to self-carry medications if deemed necessary for the safety and well-being of the student body. Self-carry of controlled substances, including but not limited to ADHD medications, narcotics, and sedatives, is not allowed during school-sponsored activities, including field trips. By allowing their child to self-carry medication, parents/guardians agree to indemnify and hold harmless the school district and its employees from any claims arising from the student's self-administration of medication. The privilege of self-administration may be revoked if the student misuses the medication or demonstrates a lack of responsibility in handling the medication. In the case where self-carry is revoked or denied, the medication will be administered by a trained school staff member.

Parents/guardians should complete the necessary health forms detailing the nature of a student's allergies or other medical conditions. A student's medical plan will be kept on file in the main office.

Head Lice

According to the Center for Disease Control and Prevention, "Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice."

Communicable Diseases and Mask Policy

At ESA, we take our duty to provide a safe and healthy school environment seriously and will not tolerate conduct that jeopardizes the safety of others. We believe that our school is a community where we care for each other and think not just about ourselves but about our

community when making decisions, especially where decisions could directly and seriously harm others. This policy applies to any communicable disease.

To that end, we are taking a layered approach to communicable diseases which may arise, including but not limited to:

1. Promoting vaccinations for all eligible individuals
2. Screening/testing where applicable
3. Continuing robust cleaning and hygiene practices
4. Managing through isolation and quarantine suspected or confirmed cases or exposure if necessary or recommended by public health officials.

For the safety of others, when a mask is worn, the school requires a medical mask. Mesh masks are never permitted and will be confiscated. Masks must cover the nose, mouth and chin.

It is always important to be mindful that there are many reasons why an individual may or may not mask. All employees are expected to be supportive of their co-workers' choices with respect to masking. And, all parents/students/guardians are expected to be supportive of staff and students with respect to their choices. Any staff member who violates this policy will be subject to discipline. Any student who violates this policy will be subject to discipline under the School's Code of Conduct. Any parent/guardian who violates this policy will be contacted by the Executive Director/designee.

This policy may be updated, amended, modified or rescinded at the discretion of the Board.

Photograph/Video/Name Release

Envision Science Academy uses internal and external media to highlight student experiences, which may include the use of photographs, slides, videos, or illustrations of students for many purposes. Such images may be published or displayed in printed materials (such as brochures and newsletters), videos, school websites, and information about school events and activities provided to external organizations and media outlets. In addition, a student may be identified by name in printed materials, videos, school websites, and other medium. Parents/guardians may opt-out through our annual registration process, or by completing a form to deny permission and submitting it to the main office where it will be kept on file. Please keep in mind that opting out means your child(ren)'s name and photograph will not be included in any media releases from the school including sports, honor roll, and other special events.

Technology/Internet/Email

At Envision Science Academy, students will utilize the internet and online technology tools and applications for educational purposes, as well as have a school-provided email account. These tools allow our teachers to deliver relevant instruction while enhancing the STEAM curriculum. Parents/guardians may opt-out by completing a form to deny access/usage and submitting it to the main office where it will be kept on file.

Acceptable Use Policy

Philosophy

It is the intent of Envision Science Academy to provide Internet and technology resources to its staff and students to assist in education, curriculum planning and classroom enhancement. Use of

computer resources demands personal responsibility and an understanding of Envision's Acceptable Use Agreement for the Internet. Use of the Internet is a privilege, not a right, and therefore entails responsibility. General rules for behavior and communications apply when using the Internet. Failure to follow Envision's Acceptable Use Agreement may result in the loss of the privilege to use this educational tool and restitution for costs associated with damages and may result in school disciplinary action (including suspension) and/or legal action. Envision's Technology Team may review files and monitor communications and computer use to maintain system integrity and to ensure that users are using the system appropriately and responsibly. Staff and students shall have no expectation of privacy in any information stored on Envision's computers, network, cloud storage, or in their use of school computers and devices. Envision reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of Envision computers and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information. Staff, students and their parents/legal guardians shall be required to complete and sign Envision's Acceptable Use Agreement prior to being permitted to access the Internet at school. The completed and signed Acceptable Use Agreement shall be kept on file with Envision's Team.

Website Acceptable Use

Appropriate use of technology resources is the responsibility of all individuals involved in the educational process. The Internet is an educational tool that can greatly benefit instruction and learning through interactive lessons, research, collaborative learning, and exchange of ideas and information. Envision Science Academy promotes compliance with the Children's Internet Protection Act (CIPA) and all activities must meet the requirements and restrictions of resources approved by the instructors for legitimate scientific and educational purposes. It is the policy of Envision Science Academy that any use of the Internet that adversely affects its operation in pursuit of teaching and learning or jeopardizes its use or performance for other community members is strictly prohibited.

Students and staff who use online resources are expected to do so in accordance with the following rules:

- Use the online resources only for school-related, educational activities.
- Be polite and use appropriate language.
 - Students/staff may not engage in the use of profanity, obscenities, or sexually explicit material.
 - Students/staff may not use expressions of bigotry, racism, and/or hate.
 - Students/staff may not intimidate, bully, harass, or embarrass.
 - **CYBER-BULLYING WILL NOT BE TOLERATED.**
- Use resources and course materials appropriately.
 - Students/staff may not engage in acts of vandalism (malicious attempts to harm or destroy others' files, material, software, or equipment).
 - Students/staff may not use course software or network resources to display or convey personal, political, or commercial messages.
 - Students/staff must retain privacy of individual passwords. - Staff should not use email or Envision computer resources for personal use.
- Maintain individual anonymity and privacy.
 - Staff must comply with the Family Educational Rights and Privacy Act (FERPA) and

- must protect student privacy.
- Students/staff may not reveal personal addresses, phone numbers, social networking identities, or other personal information.

Internet Use

The following activities are NOT permitted on Envision Science Academy electronic resources: Accessing, uploading, downloading, transmitting or displaying or distributing obscene or sexually explicit material; transmitting obscene, abusive, sexually explicit language; Violence, terrorist activities, or racial epithets. Violation of Envision Science Academy's anti-harassment and anti-discrimination policies is strictly prohibited. Other prohibited activities include, but are not limited to:

- Engaging in personal attacks including discriminatory, prejudicial, harassing, slanderous, or libelous comments. (Cyber Bullying)
- Damaging computers, computer systems or computer networks; vandalizing, damaging or disabling the property of another person or organization; debilitating or disabling computers, systems or networks through the intentional misuse or overuse of electronic distribution or storage space, e.g. downloading audio or video files not used in the classroom, or the spreading of computer "viruses" through the inappropriate use of files.
- Violating copyright, or otherwise using another person's intellectual property without his or her prior approval or proper citation; using another person's passwords; trespassing in another person's folders, work or files.
- Criminal acts such as arranging the sale, production or trade of alcohol, drugs, weapons or other controlled substances; engaging in criminal or gang activity; threatening the safety of others or theft of records or information.
- Using the school's computers, internet, or email for personal reasons, e.g. banking, chatting with friends, online auctions, job searches, personal email, and other instances as determined by the school on a case-by-case basis.
- Using the school's computers or network for private commercial or for-profit purposes, product advertisement or political lobbying.
- Wasting district resources. This includes wasting network bandwidth by streaming music or video for non- educational purposes and/or storing personal, redundant, or outdated materials on district computers and servers.
- Accessing hacker-related sites or use of hacking tools or utilities.
- Attempting to circumvent Internet content filtering. Disabling the filter for student use is prohibited as per federal law. (CIPA)
- Running Executable or programs from USB Devices.
- Violating local, state or federal statute.

Computer Use

Envision Science Academy provides computers and devices for staff and student use. While staff and students use these computers on a daily basis it must be remembered that these computers are the property of Envision Science Academy and must be used appropriately. Inappropriate use of Envision Science Academy's electronic resources includes, but is not limited to:

- Using school computers and electronic devices for storage of personal documents, e.g. bank statements, personal photos, resumes, etc.
- The installation of personal software, as this can lead to licensing issues.

- Use of removable media to copy MP3s or software. If you need copies, ask the Technology Manager to make copies for you.
- Screensavers or wallpaper downloaded from the Internet or removable media.
- Use of email that is not directly related to education.
- Use of chat, instant messaging or posting to non-school related message board programs at any time
- Deliberate attempts to disrupt the technology system performance or destroy data by any means.
- Attempts to gain unauthorized access to any outside system through Envision Science Academy's system.
- Logging into any other account or accessing any other account for the purpose of deleting or browsing files.
- Having hidden or password protected files.
- Streaming music or video for non-educational purposes.
- Students' agreement to meet in person with someone they have met online.
- Students' failure to promptly disclose to their teacher any message they receive that contains inappropriate content or makes them feel uncomfortable.

Chromebook Program

Students participating in Envision Science Academy's 1-to-1 Issued Chromebook Program must agree to follow all policies and procedures set forth in the Parent & Student Handbook, the Acceptable Use Agreement, and the 1:1 Chromebook User Guidelines & Agreement. These policies and procedures apply to the use and maintenance of school issued devices while on and off the school campus. Students are responsible for keeping their chromebook damage-free. Families will incur a \$20 repair/replacement fee if their chromebook incurs damage.

Software

As restricted users, students DO NOT have permission to load and install software. Students will not download programs or other large files without the permission of the Technology Team.

Security Practices

- Keep passwords absolutely secret. This ensures each user that no one else can access his/her computer and network resources by using their password.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose. Do not let someone else work on your computer while you are logged in.
- Log off computers when leaving workstation. When a user logs off the system, all of the user's open files are closed.
- It is your responsibility to ensure that your password is kept secret. There will be no excuses for someone else using your password. If a password has been misused and the Technology Team has not been contacted, you will be held responsible for any misuse.
- If you feel that your password has been compromised, contact the Technology Team.

Plagiarism and Copyright

- Staff and students will not plagiarize works found on the internet. Plagiarism is the

taking of ideas or words from others and presenting them as if they were original to yourself. This is inclusive of artificial intelligence (AI) programs such as Photo Math, Chat GPT, Copilot, and others.

- Staff and students will respect the right of copyright owners. Copyright infringement occurs when an individual reproduces a work that is protected by copyright without permission from the copyright holder. This includes downloading copies of songs, movies, or other media, whether from websites or peer-to-peer networks without the permission of the copyright holder.
- Staff and students will not use or duplicate software unless it is in accordance with the appropriate license agreement.
- Students will cite works in an appropriate format.

Disclaimers

Envision Science Academy makes no warranties of any kind, either expressed or implied, for the provided access. Envision Science Academy and its staff are not responsible for any damages incurred, including, but not limited to, loss of data resulting from delays or interruption of service; the loss of data stored on Envision Science Academy resources, personal property used to access Envision Science Academy resources; the accuracy, nature, or quality of information stored on Envision Science Academy resources or gathered through corporation-provided access; unauthorized financial obligations incurred through Envision Science Academy provided access. All provisions of this agreement are subordinate to local, state and federal statute.

Consequences for Violation of the Acceptable Use Agreement

Consequences for misuse of Envision technology resources will be at the discretion of the school administration in conjunction with the Technology Team and may involve law enforcement.

Children's Internet Protection Act (CIPA)

It is the policy of Envision Science Academy to: a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; b) prevent unauthorized access and other unlawful online activity; c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and d) comply with the Children's Internet Protection Act ("CIPA"). Key terms herein are as defined in the Children's Internet Protection Act (CIPA).

Access to Inappropriate Material

To the extent practical, technology protection measures (e.g., Internet filters) are used to block or limit access to inappropriate information via the Internet/other forms of electronic communications. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene, to child pornography, and to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and the security of users of the school's online computer network when using electronic mail, social network websites, chat rooms, instant messaging, and other forms of direct electronic communication. Specifically, as

required by CIPA, school policy shall prevent inappropriate network usage including a) unauthorized access, "hacking," and unlawful activities; b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and c) cyber bullying in accordance with the "Protecting Children in the 21st Century Act" established in August 2011. The Federal Communications Commission has specifically noted that Facebook and MySpace are not required to be blocked. ESA will determine whether other social networking websites are harmful.

Education, Supervision and Monitoring

It is the responsibility of all school staff members to educate, supervise, and monitor appropriate usage of online computer network and access to the internet in accordance with this usage policy, as well as according to the standards of CIPA, Neighborhood Children's Internet Protection Act ("NCIPA"), and Protecting Children in the 21st Century Act. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the school's Internet Technology Officer/designee. Teachers will provide age-appropriate training for students who use the school Internet facilities. The training provided will be designed to promote the school commitment to:

1. The standards and acceptable use of Internet services as set forth in this Internet Safety Policy;
2. Student safety with regard to:
 - a. Safety on the internet;
 - b. Appropriate behavior while on line, on social networking Web sites, and in chat rooms; and
 - c. Cyber bullying awareness and response.
3. Compliance with the requirements of the Children's Internet Protection Act.

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

Personal Student Devices

Personal student devices, including but not limited to laptops, iPads, iPods, tablets, electronic gaming devices, video equipment, cameras, etc., are not permitted at school or school-related events. Earbuds and headphones should only be worn for educational purposes. The possession of such devices constitutes the consent to the search for and confiscation of the devices by school personnel. Students are permitted to have smartwatches and cell phones in their possession at school. Cell phones should be turned off, kept in backpacks, and are not to be taken out, seen, heard or used during school hours, unless there is an emergency. Wearable devices should only be used for the purposes of telling time. Students abusing this policy may have their cell phones/wearable devices confiscated. Please note, wearable devices are not permitted during test-taking. After multiple violations, the school may no longer permit the violator to bring a cell phone to school for any reason for the remainder of the year. Violators of the policy will have their personal devices and/or cell phones confiscated and held in the Dean's office (or area designated by the Dean). The school shall not be responsible for any items lost or damaged while in its possession. Parents/guardians will be notified of the confiscated items and asked to pick them up at the end of the school day.

School Counselors and/or Social Workers

The Envision Science Academy School Counselors and/or School Social Workers serve as a resource to students, staff, and the school community. Their duties range from counseling individual students, forming support groups, teaching social-emotional lessons, and working with parents and outside agencies to promote the social and emotional health of our students. Additionally, the School Counselors and/or School Social Workers work closely with teachers, instructional support staff, and administrators to help identify and support students. They strive to work collaboratively with all parents and will reach out when support is needed and/or if a student needs/desires to meet with them regularly, so that they can work together. All sessions conducted with students by the Envision Science Academy School Counselors and/or School Social Workers are confidential in nature with the exception of situations in which the student's safety or the safety of others is at risk.

Programs and Services for Children with Disabilities

Envision Science Academy, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. This program is called an Individualized Education Plan—the IEP—and is different for each student. An IEP Team consists of educators, parents, and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEIA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. IEPs generally contain: (1) a statement of present levels of academic achievement and functional performance; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications. Special education services are provided according to the educational needs of the child, not the category of disability. Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training. Related services, including psychological counseling, are provided at no cost to parents. Envision Science Academy ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. For more information on IEP

services, please contact the Exceptional Children's Director.

Services for Protected Students with Disabilities, Other Than Special Education Service Under Section 504 of the Federal Rehabilitation Act of 1973

Some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. Envision Science Academy must ensure that students identified with a disability have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Envision Science Academy provides to each qualifying student with a disability without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. For more information please reference the Policies Manual or speak with the 504 coordinator.

Section 504 Procedural Safeguards/Hearing Rights

Right to Due Process. A parent or legal guardian who disagrees with the identification, evaluation, contents, or implementation of a Section 504 plan shall have the right to request a hearing on the issue. The process for students covered under IDEA (Individuals with Disabilities Education Act) is driven by state and federal statutes and is explained in the North Carolina Department of Public Instruction's Parents' Rights Handbook.

Requesting a Due Process Hearing. The Section 504 hearing process is a two-step procedure. The first step involves a school-level review by the school's Section 504 coordinator (in consultation with the Head of School) of the issues raised by the student's parent or guardian. If the parent/guardian remains dissatisfied after the school-level review, s/he can request a hearing before an independent hearing officer.

Step 1: School-Level Review. For students covered only by Section 504, a request for school-level review must be made within 30 days of the Section 504 team's action or any failure of the school related to the implementation of a student's Section 504 plan. The request must be made in writing, must explain the reasons why the review is requested, and must be sent to the school's Executive Director. The request is not deemed timely unless it is received within the 30-day deadline.

The school's Section 504 coordinator (in consultation with the Executive Director) will review the situation and render a decision in writing to the parents within ten (10) school days of receipt of the written request for a school-level review.

Step 2: Request for Independent Hearing. If, upon receiving the results of the school-level review, the parent/guardian remains dissatisfied, the parent/guardian may request an independent review within five (5) business days of the date of the school-level review decision. The request must be made in writing, must explain the reasons why the review is requested, and must be sent to

the school's Executive Director. The request is not deemed timely unless it is received within the five-day deadline.

Hearing Officer and Costs. Envision Science Academy will appoint a hearing officer who is not an employee of the school to preside over the hearing and issue a decision. The hearing officer shall be familiar with the requirements of Section 504. The school is responsible for the compensation of the hearing officer. The school is not responsible for the cost of parent/guardian's legal counsel or any other parent representatives or parent-secured witness.

Parent Participation and Representation. A parent has the right to participate, speak, and present information at the hearing and to be represented by legal counsel or any other type of advocate or representative of their choice at their expense. If a parent is to be represented by an attorney at the hearing, he or she must inform the school's Executive Director and the Hearing Officer of that fact in writing at least ten (10) business days prior to the hearing date. Failure to notify the school's Executive Director and the Hearing Officer of that fact in writing may cause the hearing date to be delayed.

Scheduling and Pre-Hearing Procedures. The Hearing Officer shall attempt to schedule the hearing within 45 days of the parent's request for hearing. The Hearing Officer may conduct a pre-hearing conference (by telephone or other means) to identify and, if disputed, determine the issues for hearing. The Hearing Officer will also identify the date the parties will exchange witness lists, proposed exhibits, and pre-hearing memoranda. This exchange shall occur no later than five (5) business days prior to the hearing. Either party may prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing.

Conduct of Hearing. The hearing shall be conducted in an informal, non-adversarial manner. Formal rules of evidence and civil procedure do not apply. The Hearing Officer is not required to entertain any legal evidentiary objections to the admissibility, authenticity, or probative value of either oral testimony or documentary exhibits offered at the hearing. In the exercise of his or her discretion, however, the Hearing Officer may reasonably limit testimony and introduction of documentary exhibits for reasons of relevance. The Hearing Officer may consider any relevant evidence that is of a kind commonly relied on by reasonably prudent persons in the conduct of serious matters. The hearing shall be limited to issues raised in the hearing request, and the Hearing Officer shall exclude any issues that are not related to identification, evaluation, placement, or implementation under Section 504. Issues arising more than 30 days prior to the request for a school-level review may *not* be heard.

Recording. The hearing will be audio recorded by the school. The parent may obtain a copy of the recording at his or her request. The parent may also make his or her own audio recording of the hearing.

Format for Presentations. Each party will be afforded up to 2.5 hours to present their case, including presentation, direct examination, cross-examination, and argument. The parties may also submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions and that the Hearing Officer will admit at his or her discretion. The party seeking relief bears the burden of persuasion and the burden of proof.

The Hearing Officer will begin the hearing with introductory remarks, addressing the purpose for the hearing, determining whether parties have complied with disclosure requirements, identifying any stipulations on the record, identifying the issue for the hearing on the record, and reminding the parties of time limits.

The Hearing Officer will provide an opportunity for each party to present evidence through calling of witnesses and referencing exhibits. In his or her discretion, the hearing officer may ask questions of a witness. The party requesting the hearing will present his or her evidence first, followed by the responding party. A party may choose to reserve a portion of its time for closing or rebuttal.

After all evidence has been presented, the Hearing Officer may ask for closing statements. The Hearing Officer may, in his or her discretion, request that the parties submit written closing statements within a specified number of days after the hearing.

The Hearing Officer will conclude the hearing, addressing the timeline for a decision and a statement on the record that the hearing is concluded.

Hearing Officer Decision. Within thirty (30) days of the conclusion of the hearing, the Hearing Officer will issue a written decision with findings of fact and conclusions of law. The Hearing Officer must confine his or her orders and rulings to those matters that involve identification, evaluation, or placement of children under Section 504 and to the provisions of the regulations implementing Section 504. A Hearing Officer may not award attorneys' fees, other monetary relief, or reimbursement as a part of relief granted to a parent. The decision of the Hearing Officer is binding on all parties.

Withdrawal of Request for Hearing. If a parent makes and then withdraws a request for a school-level review or a subsequent request for an impartial hearing under Section 504, that withdrawal bars a future hearing as to any issues older than 30 days at the time of a new request for a school-level review.

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 ESA 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 ESA regarding the identification, prevention, intervention, and reporting of such anti-social acts. ESA 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. ESA strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. ESA 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, ESA 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, ESA 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 - ESA 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, ESA 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 Executive Director 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-vis 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 ESA'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 ESAs; 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:
 - a. 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)
 - b. 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)
- c. 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 ESA’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 ESA'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 ESA'S 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 ESA's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with ESA'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 ESA's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply. This policy may also apply to Title VII matters.

ESA's Title IX Coordinator is:

Ms. Xaviera T. Johnson

xjohnson@envisionscienceacademy.com

titleninecoordinator@envisionscienceacademy.com

590 Traditions Grande Blvd, Wake Forest, NC 27587 | 919.435.4002

A. 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 ESA 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;
2. The scope of ESA's education program or activity;
3. How to conduct an investigation;
4. The grievance process including appeals, and informal resolution processes;

5. How to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias;
6. 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. ESA 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.

B. 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 ESA'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.

C. TITLE IX COORDINATOR

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for ESA 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 ESA'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 ESA'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)

D. Evaluation

The Executive Director 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 ESA's Board.

E. 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 ESA to provide an environment free of unlawful discrimination or harassment. The Executive Director shall report to the Board all verified cases of unlawful discrimination or harassment under ESA's Title IX Policy.

F. 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 Dean, Executive Director 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 Dean, or Executive Director, as soon as possible and within 24 hours.
 - c. If the Executive Director 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 ESA'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.
3. “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 ESA 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 ESA 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 ESA.
4. “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 ESA) 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.
5. “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. ESA’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

ESA 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 ESA’s behalf, charges ESA with actual knowledge and triggers ESA’s response obligations under Title IX.

ESA 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. ESA shall also comply with the following mandates:

1. ESA 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.
 3. ESA 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.
 4. ESA will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
 5. ESA will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
 6. A complainant’s wishes with respect to whether ESA investigates should be respected unless ESA 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).
 7. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in ESA’s Title IX policy, or the alleged conduct did not occur in ESA’s education program or activity, against a person in the United States, ESA must dismiss such allegations for purposes of Title IX. However, ESA may still address the allegations in any manner ESA deems appropriate under ESA’s code of conduct or other policies.
 8. 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.
 9. 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.
 10. 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.
 11. 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.
 12. ESA’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.
 13. 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).
 14. 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 ESA 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. ESA 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, ESA 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 ESA 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 ESA, ESA will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, ESA 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. ESA – 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, ESA will offer all remedies needed to eliminate the harm to the complainant and ESA 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, ESA may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on ESA'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 ESA 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 ESA is free from sexual violence, and using that information to inform future proactive steps that ESA 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

ESA 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.

ESA, 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. ESA 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 ESA, not on the parties.
2. ESA must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. ESA 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. ESA shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
6. ESA shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. ESA 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 days for the parties to respond.
8. ESA shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in ESA’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 ESA from addressing the conduct in any manner ESA deems appropriate.
9. ESA 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 ESA, or if specific circumstances prevent ESA from gathering sufficient evidence to reach a determination.
10. ESA shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. ESA may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. ESA shall protect the privacy of a party’s medical, psychological, and similar treatment records and shall not access or use such records unless ESA obtains the party’s voluntary, written consent to do so.

K. Decision-Maker

ESA, 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 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 ESA to conduct a thorough investigation. There may also be instances where ESA has a legal obligation to report certain information it receives to state or local authorities or to protect ESA 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) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of ESA. 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 days after a decision is made or ESA 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
3. 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, ESA 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. ESA 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.

ESA 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. ESA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. Finally, ESA 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.

Title IX Notice

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual assault and other sexual misconduct, is a form of sex discrimination. Under the School’s Policy, the School prohibits sexual harassment, sexual assault, sexual exploitation, stalking and retaliation. The School complies with Title IX and has appointed **Ms. Xaviera T. Johnson** as the Title IX Coordinator with overall responsibility for Title IX compliance. He/She can be reached at:

Ms. Xaviera T. Johnson

xjohnson@envisionscienceacademy.com

titleninecoordinator@envisionscienceacademy.com

[590 Traditions Grande Blvd, Wake Forest, NC 27587 | 919.435.4002](https://www.envisionscienceacademy.com/590-Traditions-Grande-Bldv-Wake-Forest-NC-27587-919-435-4002)

Any student, employee, or applicant for employment or admission to the School who believes that he or she has been discriminated against on the basis of sex, in violation of Title IX, or has been a victim of sexual assault, sexual harassment, or other sexual misconduct, may file a complaint with the Title IX Coordinator. The Title IX Coordinator will assist the complainant in identifying the appropriate School policy (with its grievance procedure) to resolve the complaint in a prompt and equitable manner. The Title IX Coordinator may consult with other School administrators, as needed, to resolve the complaint in the most effective manner.

The Title IX Coordinator is knowledgeable and trained in state and federal laws that apply to matters of sexual assault, sexual harassment, and other sexual misconduct, as well as School policy and procedure.

Non-Title IX Discrimination, Harassment, and Bullying Complaint Process

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students. Bullying or harassing behavior is a 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, that places a student or school employee in actual and reasonable fear of harm to their person or damage to their property or creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits.

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.

The 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 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.

A. Reporting by Employees or Other Third Parties

1. Mandatory Reporting by ESA Employees

Any employee 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 ESA Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy must report the offense immediately to an appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the ESA community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. 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 ESA officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

B. Complaints Brought by Alleged Victims of Discrimination, Harassment, or Bullying

1. Filing a Complaint

Any individual who believes that he or she has been discriminated against, harassed, or bullied in violation of the ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy is strongly encouraged to file a complaint orally or in writing to the following individuals as applicable:

- a. the ESA counselor, teacher, dean of students, principal or assistant principal of the ESA for any claim of discrimination, harassment or bullying, including Title VI complaints;
- b. 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 Executive Director.

2. 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 ESA officials and outside the formal process described in Section C of this policy; however, individuals should recognize that delays in reporting may significantly impair the ability of ESA officials to investigate and respond to

such complaints.

3. Informal Resolution

The School acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The ESA encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence or complaints by a student of sexual harassment perpetrated by an employee. Informal procedures may be used only if the parties involved voluntarily agree. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time.

C. Process for Addressing Complaints of Alleged Incidents of Discrimination, Harassment, or Bullying

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection B.1. shall immediately notify the Executive Director who shall designate an individual to conduct an investigation and respond to the complaint, such individual may be an ESA employee or outside consultant.
- b. As applicable, the investigator shall immediately notify the Title IX, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and the alleged perpetrator.
- d. Written documentation of all formal reports and complaints, as well as the ESA system's response, must be maintained in accordance with the ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.
- e. Failure to report, investigate, and/or address claims of discrimination, harassment, or bullying may result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of the Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, deemed likely to have relevant information. The alleged perpetrator shall be notified of the general nature of the allegations. The investigation will include a review of all evidence presented by the complainant and/or alleged perpetrator.

If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, the matter will be treated outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the

complaint will be provided to the complainant.

- b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the ESA system.
- c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Notice to Complainant and Alleged Perpetrator

- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - ii. as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- b. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as set forth in ESA policy. If the corrective steps involve actions outside the scope of the investigator's authority, the Executive Director or designee will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- d. The alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or ESA policies by his or her actions, and what, if any, disciplinary actions or consequences may be imposed upon the perpetrator in accordance with ESA policy. The perpetrator may appeal any disciplinary action or consequence in accordance with any ESA's policy governing disciplinary action. However, an appeal by the perpetrator of disciplinary action does not preclude ESA officials from taking appropriate action to address the discrimination, harassment, or bullying.

4. Appeal

- a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the Executive Director. The appeal must be submitted in writing within ten days of receiving the notice of the results of the investigation. The

appeal must state with particularity whether the complainant is appealing (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of the ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the ESA's response to any violation, including the appropriateness of any remedial measures taken by the ESA. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes should have been taken by the ESA. The Executive Director or designee may review the documents, conduct any further investigation necessary, or take any other steps the Executive Director or designee determines to be appropriate in order to respond to the complaint. The Executive Director or designee shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed. The Executive Director's decision is final and there is no appeal to the Board of Directors.

- b. If the alleged perpetrator is the Executive Director or the Executive Director declines to hear the appeal and refers it to the Board of Directors, the complainant may appeal the decision in writing within ten days of receipt directly to the Board of Directors. The appeal must state with particularity whether the complainant is appealing the Executive Director's decision with regard to (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the ESA's response to any violation, including the appropriateness of any remedial measures taken by the ESA. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes the ESA should have taken. Upon receipt of the appeal, the Board Chair shall appoint a panel of not less than two members of the Board to hear and decide the appeal. The panel shall make reasonable efforts to meet and consider the appeal within twenty days after the chairperson refers the grievance to the panel. The panel shall review the complaint on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. At the Board Panel's discretion, they may hold a hearing and ask each party may make a brief oral presentation of no more than twenty minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. If a hearing is held, it will be recorded and shall be held in closed session. The Board panel may affirm, reverse or modify the decision. The Board panel shall use the preponderance of the evidence standard in reaching its decision. The Board panel will provide a final written decision within twenty days after the Board hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

D. Timeliness of Process

If any ESA official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay. The ESA official shall make

reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted. Failure by the complainant at any step in the process to appeal to the next step within the specified time or to attend a scheduled meeting or hearing under this policy will be considered acceptance of the results of the investigation and the ESA's response to the complaint, unless the complainant provided notice of the delay and the reason for the delay and ESA consented in writing to the delay.

E. General Requirements

1. 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. Any student who engages in such conduct will be disciplined in accordance with the School's Code of Conduct. Any employee who engages in such conduct will be disciplined up to and including termination. Any parent/guardian who engages in such conduct may be permanently banned from the School's campus and events.
2. Disciplinary or other action may be taken against the complainant or other individual if the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
3. All meetings and hearings conducted pursuant to this policy will be private.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with the ESA under this policy. Should the complainant choose to be represented by an attorney, an attorney for the ESA may also be present.
5. Nothing in this policy shall prevent the Executive Director or Board from suspending the alleged perpetrator without pay during the course of the investigation or taking any other action deemed appropriate.
6. Nothing in this policy prevents the Executive Director from taking steps to protect students and/or the school community, as well as providing supportive measures to the complainant or other students.

F. Records

Records will be maintained as required by ESA's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.

Visitors

All visitors to the campus of Envision Science Academy will report to the main office through the front door, sign in, and obtain and wear an identification badge. Visitors without an identification badge will be escorted back to the main office to retrieve one. A log of visitors will be maintained in the main office. Visitors should contact the student's teacher prior to their visit to see if their visit can be accommodated on a particular day. All visitors will need to be visiting a specific staff member for a specific reason and period of time. Prior approval of the visit is necessary. Students are not allowed to leave campus unless they have been signed out by an authorized person. Background checks including the North Carolina sex offender registry will be administered for all persons who come in contact with students without the presence of authorized personnel. Visitors must sign out and return the identification badge before leaving campus.

Parents and guardians wishing to arrange to eat lunch with their student on campus must contact their student's homeroom teacher at least 24 hours in advance. Dining space is very limited; it is

likely that you and your student will be required to eat together at a table different from the table where your student normally sits. Grandparents and other important family members may also request this privilege but only with the full knowledge and permission of the parent or guardian of the student. This permission must be verified by school staff.

Field Trips

The school recognizes that field trips are a fun and necessary part of education. All students are highly encouraged to participate in school sponsored field trips. Any excuses must be in writing and verified by school staff with the parent/guardian. Field Trip Forms and specified attire are required in order for the student to participate. Safety on field trips is a primary concern of the school. Chaperones must have completed volunteer training and have current and approved background checks. Full attention and focus must be on the students at all times. Due to liability issues, only children enrolled in the specified group or class and approved chaperones may attend. No other person, regardless of age, may attend the field trip or join the field trip group during their activities. Since we do not have buses available on our campus, chaperones may volunteer to drive their children as well as other students by completing a Field Trip Driver's Form and providing proof of insurance prior to the day of the trip. Chaperones who drive must provide proof of liability insurance with a minimum of \$50,000 per person for bodily injury. Drivers must have completed volunteer training and have a current and approved background check with clearance to drive. Chaperones who drive only their own child must follow all of the above guidelines. Drivers must drive appropriately licensed vehicles. In the interest of student safety, drivers are, by default, chaperones on all field trips. The number of chaperones needed on a trip is determined by the teachers or the trip organizers. As such, everyone interested in chaperoning may not be able to do so.

All field trip payments will be made electronically and receipted electronically, through the My School Bucks app on the parent portal of PowerSchool, or through a tap-to-pay kiosk in the main office. ESA will not accept cash or checks as payment for field trips.

Students will be required to bring a booster/car seat to school for all field trips in grades K-2 UNLESS parent has provided the proper documentation to be exempt according to North Carolina Law. Documentation of the age requirement can be obtained through school records. Documentation of meeting the weight requirement will be restricted to documentation from a physician's office such as a recent physical. The school will not weigh students or accept parent's statement of verification of weight to satisfy this requirement. The purpose of this documentation is to relieve parent drivers/chaperones and the school of the burden of responsibility of determining whether or not a student should be in any type of car or booster seat to be transported during field trips. Paperwork with exemption form should be provided at the beginning of the school year for each grade in grades K-2. If documentation of meeting North Carolina Law is not provided the parent must provide the proper car/booster seat in order for the student to participate in the field trip, including if the parent is the driver. If the documentation is not provided and the parent does not provide the proper car/booster seat then the student will not be able to participate in the field trip.

Un-sponsored and Non-Endorsed International and Domestic Tours

International and Domestic Tour events ("Tours") are neither endorsed by Envision Science Academy ("ESA") nor are they school-sponsored trips. Tours are sponsored by the individual(s)

coordinating with the Tour company (“Organizer” and/or “Organizers”). The Organizer(s) may be an employee of ESA, however, such a connection to ESA does not create or warrant endorsement or sponsorship by ESA.

1. Organizers are not authorized and will not use ESA’s email system to distribute or communicate information regarding the Tour(s).
2. Organizers may use ESA’s facility solely for interest meetings in accordance with the Facilities, Equipment and Services Use Policy.
3. Organizers must sign any reasonable waiver that, at a minimum, holds ESA harmless and states they understand and acknowledge that Tour events are not ESA-sponsored trips nor endorsed by ESA.

Organizers forever release ESA, its directors, agents, employees and assigns from all claims, actions and charges whatsoever arising out of the event(s). Organizers will defend all actions, suits, complaints or other legal proceedings of any kind brought against ESA, its directors, and any of its agents, or employees and further will hold harmless and indemnify such from any expense and judgments or decrees recovered against them as a result of the Tour(s).

Social Gatherings

In an effort to preserve instructional time, in-school parties are not permitted. If parents/guardians would like to bring a birthday treat (food item, small toy, etc.) to share, they may do so during the lunch period for all students in the class, as to not leave anyone out. Food items must be store-bought and display a manufacturer’s label with ingredients listed to protect those with food allergies. Parents/guardians are welcome to join their students for lunch, but we will not be able to accommodate a “party”. If a student is having a party outside of school, he/she cannot pass out invitations in class unless the entire class is invited. Especially at the younger level, inviting only some of the class has proven to be disruptive. If the entire class is not invited, parents/guardians should send invitations by postal or electronic mail to the parents of children they are inviting. ESA will not provide this contact information.

Volunteers

To ensure a smooth process for each classroom and the school overall, the following guidelines will need to be followed by each volunteer:

- All volunteers must complete an application indicating their desire to volunteer. This application will ask for home and cell phone numbers, grade levels preferred, days preferred, and other important information necessary for a successful assignment.
- Please be aware that the Envision Science Academy Board of Directors reserves the right to make vaccinations a requirement for communicable diseases as circumstances may change and the recommendation of government and healthcare officials may dictate.
- A background check will be required of each volunteer at the expense of the volunteer and must be conducted through the school’s background check vendor.
- The application needs to be submitted to the main office which will oversee the assignment of all volunteers.
- All volunteers must complete the Envision Science Academy orientation program that explains school procedures and details other helpful information. The orientation may be

completed electronically through the school's website or in person with a school designated staff member.

- Each volunteer will need to sign a Confidentiality Agreement regarding student and/or teacher information learned/observed during the volunteer experience.
- Each volunteer will sign in at the main office before each assignment and wear a volunteer badge throughout the day.
- Volunteers will be assigned to classrooms on a rotating basis so that everyone who would like to volunteer has the opportunity to do so.
- Teachers will request volunteers via the Volunteer Request Form and submit it to the main office at least three days prior to a need.
- The main office will call/assign the volunteers and send a confirmation with names to the requesting teacher.
- Volunteers will not be left alone with students except in the case of an emergency.

Volunteer Criminal Background Check

Envision encourages parents, guardians, and community members to volunteer to support learning and student achievement at Envision Science Academy. Envision screens all volunteers to ensure the safety of our students. The screening includes completion of a criminal background check conducted through ESA's background check vendor and will be paid for by the prospective volunteer. Volunteer screening may also include interviews by appropriate Envision staff and reference checks. The refusal to consent to an ESA criminal background check will result in the individual not being permitted to volunteer at Envision. If a person omits information or gives false information concerning his or her criminal history or background check form, that person may not be permitted to volunteer at Envision. The Executive Director will review all criminal background checks. If a criminal history presents itself in a grievance, the Envision Board of Directors shall review the criminal history it receives on the person. The Board shall determine whether the results of the review indicate that the individual (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 perform volunteer services at Envision. Envision follows applicable North Carolina laws regarding access and confidentiality of volunteer information. There shall be no liability for negligence on the part of the Envision Board of Directors or its employees arising from any act taken or omission by any of them in carrying out the provisions of this policy.

Registered Sex Offenders

The purpose of this policy is to clearly identify how registered sex offenders will be expected to respect the boundaries set forth by ESA. 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. ESA is committed to the following:

1. 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 ESA, 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 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 at ESA (i.e. stepparents, aunts, uncles, grandparents, etc).

- A. Prohibited persons - The Executive Director or designee shall insure that administration is familiar with the criminal offenses that qualify an individual as a Prohibited Person under this policy. The Executive 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
 - i. A Prohibited Person who is the Parent/Legal Guardian of a student may be on school property only for the following reason:
 - a. To attend a previously scheduled school conference with school personnel to discuss their child's academic or social progress; or
 - b. At the request of the Executive Director or designee, for any other reason relating to the welfare of their child.
 - ii. The procedure for making a request is as follows:
 - a. For each visit authorized by subsection (a)(i) above, the Parent/Legal Guardian must provide the Executive Director with prior written notice of their registration on the Sex Offender Registry.
 - b. A request for presence at ESA must be submitted to the Executive Director in writing, minimally 72 hours in advance.
 - c. The request must include the nature and specific times of the requested.
 - d. The Executive Director or designee will respond within 48 hours either authorizing or denying the request.
 - e. The decision of the Executive Director or designee is final.
 - f. The Executive Director will notify the Board of any such requests and the decision.
 - iii. For each visit authorized by subsection (b) 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 not available to supervise the Parent/Legal Guardian during any visit, then they shall not be permitted on ESA property.
 - iv. For each visit authorized by subsection (b) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Executive Director, including any restrictions on the date, time, location and length of meetings.
2. Any suspected violation of this policy shall be reported by school personnel to the

Executive Director and to law enforcement for immediate investigation. All school personnel should report the presence or suspected presence of a Prohibited Person to the Executive Director and take appropriate action. The Executive Director shall immediately notify the ESA 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. This policy shall supersede any conflicting provisions in all other school policies regarding school safety, parental involvement, school field trips, school visitors, school volunteers and student transportation.

Parent/Guardian Classroom Visits

The right to observe a child's instructional program during classroom time resides solely with a child's parent, legal guardian, or foster parent and does not extend to grandparents, other interested close relatives, or caregivers. The sole purpose of a classroom visit by a parent is to observe their student and the instructional program being presented. At no time should a parent's motive for, or focus of, a classroom visit be to observe (an)other student(s) in the classroom. If the Dean has knowledge of or suspects that the focus of a parent's classroom visit is to observe another student(s), he/she reserves the right to deny a requested visit or to end a visit in progress. Visits must be scheduled through the Dean or Dean's designee for a time and date convenient to both the parent and the teacher. The parental observation date shall be within two weeks of the initial request unless otherwise mutually agreed upon. A request for a specific date must be made no less than 48 hours in advance. No visits will be allowed while students are participating in assessments, quizzes, or tests.

To minimize potential interruptions and distractions during instructional time, the Dean/designee reserves the right to limit the duration of classroom observations. Parents visiting classrooms should arrange their schedules to enter and exit the classroom in a manner that would not interrupt the instructional activities in progress. While visiting the class, the teacher will designate an area for parents to sit, generally in the back of the classroom. (Parents will NOT be allowed to sit with their student as this could create an unnecessary disruption for other students). Once in the classroom and seated, parents are asked to remain seated and refrain from interacting with students, including their own, or the teacher unless the classroom teacher initiates the interaction. Unnecessary noise and/or other movement must be kept to a minimum.

Parents wishing to discuss their student's behavior or academic performance after observing him/her during class should schedule a parent conference with the teacher. Parents who fail to observe the stated guidelines during their visit may be asked to leave the room if their presence or conduct unduly interferes with the orderly operation of the classroom. Any concerns or complaints may be addressed directly with the classroom teacher during the conference and/or to the Dean.

Video and/or audio recording of classroom visits by the parent or guardian is strictly prohibited. Electronic devices which could be used to video or audio record should not be visible or used during the visit. This includes cell phones. Violation of this guideline will result in the immediate dismissal from the classroom visit and/or the school site.

At their discretion, the Dean/designee may also be in the room during the parent observation to protect the learning environment for all students.

Envision Parents in Action (EPA)

EPA is a non-profit organization comprised of eager, supportive and active parents/guardians who want to help structure a meaningful learning environment for the students and provide support for the teachers. Teachers and staff are welcome to join the organization. EPA members will organize events, conduct fundraisers, recruit volunteers, and promote the ESA culture.

Campus Expectations

At Envision Science Academy (ESA), we are very fortunate to have a supportive and friendly parent body. 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 spirit of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with school staff, administration, and board members that cultivate open dialogue while seeking peaceful solutions to issues.
- Engage the school with an open mind to help resolve any issues of concern.

In order to support a peaceful and safe school environment, the school 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 events, 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 the school 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 members, visitors, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening emails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about the school 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 on school property.
- Animals/pets brought onto school premises without permission. Service dogs are permitted at all times.

Media (Utilizing the Envision Science Academy name or brand)

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

Misuse of the Brand (Defined)

The Envision Science Academy Board of Directors encourages parents and students to voice their concerns. It's important that any concerns be communicated through the appropriate channels by speaking to the classroom teacher, the Dean, the Executive Director or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. If you do not believe these concerns have been addressed, please utilize the grievance process found in the school's policies manual. We consider the use of social media websites used 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 pupil or parent/guardian of a child(ren) being educated at ESA 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.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/guardian or pupil removes such comments immediately.

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 cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying as described in the school's handbook.

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. Restrict the parent's access on campus for a specific time period.
3. Contact the appropriate authorities.

Parents or visitors that receive consequences based on their behavior shall follow the school's grievance process. Students engaged in such activity will be addressed in accordance with ESA's student handbook.

We trust that parents/guardians and visitors will assist our school with the implementation of this policy, and we thank you for your continuing support of the school. Nothing in this policy is

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

Tobacco Free Campus

Envision prohibits the use of tobacco products on school property. This prohibition applies to staff, students and members of the general public. ESA discourages students from using tobacco by providing positive adult examples and effective anti-tobacco educational programs.

For purposes of this policy, the following definitions apply; fuller definitions may be found in state law.

1. "School property" shall mean all property owned, leased, rented or otherwise used by the school, including but not limited to the following:
 - a. The interior portions of any building or other structure;
 - b. All grounds over which the school exercises control, including areas around any buildings, playgrounds, athletic fields, recreation areas, and parking/carpool areas;
 - c. All vehicles used by the school.
2. "Tobacco" shall include all kinds and forms of tobacco as well as cloves or any other product packaged for smoking, including but not limited to electronic cigarettes/vapes.
3. "Use" shall mean lighting, chewing, inhaling, smoking or vaping any product.

Signs shall be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and this policy. Any member of the general public considered by the Dean or his designee to be in violation of this policy shall be instructed to leave school property immediately.

Weapons at School

Students are prohibited from carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, or at any school sponsored event. The following are dangerous weapons: firearms (including air guns and pellet guns – loaded or unloaded, operable or inoperable), firearm facsimiles, fixed blade knife, spring-loaded or pocket knife, any knife used to threaten harm to others, brass knuckles, bludgeons or any other device or substance intended to be used to inflict serious bodily injury or death. If a student inadvertently brings a dangerous or deadly weapon to school or a school event, and if he/she immediately and voluntarily notifies an adult at school and surrenders the weapon, school administration may waive disciplinary consequences except where required by law. Please note that law enforcement will be contacted for all situations in which a weapon is brought onto school grounds, regardless of whether the act was intentional. Consequences for such actions will be handled in accordance with the Code of Conduct.

Problem Solving Process

Families and staff at ESA form an important partnership with a common goal of helping all

students grow both academically and socially. When a concern arises, we ask that it is first voiced and discussed with the student's classroom teacher. If this does not bring about a resolution, then the next step would be to discuss the concern with the appropriate Dean, or the Assistant Dean. If applicable, please see the Grievance Policy in the Policies Manual for the details of our formal grievance process.

Parent Teacher Conferences

At Envision, we encourage open communication. Parent teacher conferences are scheduled as necessary and may be requested by the teacher or parents/guardians in advance at a mutually-convenient time. The school administration reserves the right to participate in any parent/teacher conference.

Parent's Bill of Rights

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

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

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

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

A. Parent Rights

A parent has the right to the following:

1. To direct the education and care of their child.
2. To direct the child's upbringing and moral or religious training.
3. To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
4. To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
5. To make health care decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.

6. To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
 - A crime committed against the child under Chapter 14 of the General Statutes.
 - An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b. When otherwise prohibited by law.
7. To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
8. To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
9. To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - a. During or as part of a court proceeding.
 - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - c. When the recording will be used solely for any of the following purposes:
 - A safety demonstration, including one related to security and discipline on educational property.
 - An academic or extracurricular activity.
 - Classroom instruction.
 - Photo identification cards.
 - Security or surveillance of buildings, grounds, or school transportation.
10. To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

B. Limitations on the right to parent:

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

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

1. The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.
2. The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157. Please consult the school nurse and/or school administration for this information.
3. The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.
4. The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Parent/Student Handbook for additional information.
5. The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
6. The right to access information relating to the unit's policies for promotion or retention requirements. Please consult the Parent/Student Handbook for this information.
7. The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Parent/Student Handbook for this information.
8. The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Parent/Student Handbook for this information as well as the Department of Public Instruction.
9. The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
10. The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Parent/Student Handbook for this information
11. The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Parent/Student Handbook for this information.
12. The right to review all available records of materials their child has borrowed from a school/classroom library. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

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

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

- E. The School's Guide for Student Achievement Pursuant to 115C-76.30.
1. The School has chosen to comply with these provisions by ensuring the following information is in the Parent/Student Handbook available on this School's website:
 - a. Requirements for students to be promoted to the next grade.
 - b. School entry requirements, including required immunizations and the recommended immunization schedule.
 - c. Ways for parents to do the following:
 - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
 - Strengthen their child's citizenship, especially social skills, and respect for others.
 - Strengthen their child's realization of high expectations and setting lifelong learning goals.
 - Enhance communication between the school and the home.
 2. The School has chosen to comply with 115C-76.30, making the following information available through its website; the Parent/Student Handbook found on the School's website; School and classroom communications (hard copy or via email); communications from the School's PTO (Envision Parents in Action); as well as through any other medium appropriate to communicate in an understandable way with parents and students:
 - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
 - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
 - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
 - d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
 - e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
 - f. Contact information for school and unit offices.
 - g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
 - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
 - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

- F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.
The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the School's website and/or in community and/or school communications. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:
1. Providing links to parents for community services.
 2. Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
 3. Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.
- G. The School has established policies to do all the following:
1. Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. ***Please consult the School's website and Parent/Student Handbook on the School's website.***
 2. Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the School's website; and the Parent/Student Handbook on the School's website.***
 3. Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***
 4. Establish a means for parents to object to textbooks and supplementary instructional materials. ***Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***
 5. Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. ***Please consult the Parent/Student Handbook available on the School's website for further information.***
 6. Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom

communications. *Please also consult the Parent/Student Handbook available on the School's website.*

H. Further Compliance

1. The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
2. Our School is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at [Opportunity Scholarship - NCSEAA](https://www.ncseaa.edu/k12/opportunity/) (<https://www.ncseaa.edu/k12/opportunity/>)

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

1. The School does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.
2. The School does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.
3. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
4. Notifications:
 - a. At the beginning of each school year, the school nurse will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The school nurse will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)
 - b. The Dean or their designee shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
 - c. The school counselor(s) shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
 - d. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115.C-76.60 is set forth in this policy, **Entitled Parental Remedies Policy.**

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

1. This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
2. A parent of a child enrolled at our School may request in writing from the Executive Director's Designee any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to the Executive Director. Within 10 business days, the Executive Director's Designee shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
3. If the Executive Director's Designee: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the Executive Director, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
4. If the Executive Director denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Executive Director, as provided in subsection (2) of this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the Board shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.

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

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

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

1. Definitions:

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

- Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.
2. The School shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:
 - a. The process for providing consent to participation in the protected information survey.
 - b. The full text of the protected information survey.
 3. No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.
 4. The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Parent/Student Handbook available on the School's website.

M. Procedures and Remedies for Parent Concerns

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

1. The parent shall submit in writing a detailed description of their concern to the School via email at info@envisionscienceacademy.com. Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
2. Within seven business days of receiving the concern, the Executive Director or designee shall either:
 - a. Resolve the concern and notify the parent of the resolution, or
 - b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
 - c. Notify the parent of why the concern cannot be resolved.
3. If the concern is not resolved within 30 days, a parent may do one of the following:
 - a. Notify the State Board of Education and request a Parental Concern hearing, or
 - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.
4. The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

N. Reporting requirements under § 115C-76.70

1. The School shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:
 - a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
 - b. The following information from the prior school year:

- The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
- The number of statements provided to parents as required by G.S. 115C-76.60(a).
- The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
- The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

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

1. **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9.
2. **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Parent/Student Handbook.
3. **Charter School exemptions.** A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the School determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where the School has selected textbooks.
4. **Textbook Definition.** For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
5. **Requirements of § 115C-76.55.** Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten

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

6. **Use and Purpose of Textbooks.** The School selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.
 7. **Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials.** The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows: Teachers and curriculum personnel work cooperatively to identify textbooks, supplementary books, and other instructional materials to assist in teaching the North Carolina Standard Course of Study and meet the stated mission and vision of the school. Please note that effective project-based learning and STEAM education does not always lend itself to selection of supplementary materials in advance, and as such they may not be available for early preview.
 8. **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: at Open House events, curriculum nights, and through teacher communications.
 9. Parents may inspect and review all textbooks and supplementary instructional materials by making an appointment with their child's teacher to be held between the hours of 7:30am and 3:30pm.
 10. **Process for Library Check Out and Notification.** Classroom libraries are operated by classroom teachers, who have procedures in place to document the book check out process.
- P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.
1. The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.
 2. In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.

3. To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the Dean. Such a challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the School via email at info@envisionscienceacademy.com or sent via mail or hand delivered to the School's address and designate on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.
4. The Executive Director or their designee shall review such a challenge and respond to the challenge within ten (10) business days.
5. If the decision does not resolve the matter, the parent may file a written appeal to the Executive Director if they were not involved in the initial review of the challenge. The Executive Director shall review and respond to the challenge within five (5) business days.
6. If the Executive Director is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.
7. The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.
8. Timelines set forth herein may be extended for good cause.

Grading

The academic year is divided into four 9-week grading periods. An email notifying parents/guardians that progress reports are completed and viewable in PowerSchool via the parent portal will be sent halfway through each 9-week period. Electronic report cards will be sent home at the end of each 9-week and will be generated through PowerSchool. With the exception of Kindergarten and first grade, all grades will be a percentage calculated out of a maximum of 100%.

The grading scale for Envision Science Academy is as follows:

Grades K-1	
M	Mastery
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Grades 2-8	
A	90 - 100
B	80 – 89
C	70 – 79
D	60 – 69
Failing	Below 60

A grade of incomplete may be assigned in extenuating circumstances. All incomplete grades must be made up no later than two weeks after the end of the grading period in which the incomplete was issued.

Student promotion and retention decisions are made collaboratively between the parents, teachers and school administration. However, it is at the discretion of the Executive Director/designee to make the final decision.

Homework

Homework may be assigned at all grade levels at the teacher's discretion. Teachers are strongly encouraged to make homework meaningful and worthwhile, yet at the same time not unnecessarily burdening the student. The time figures provided below are total (maximum) per student per night – not per subject except where indicated otherwise. Please be mindful that each student works at his/her own pace, the length to complete work may vary depending on each child. The time estimates are approximate.

Kindergarten:	30 minutes total per night
First and Second Grades:	45 minutes
Third, Fourth, and Fifth Grades:	60 minutes
Sixth, Seventh, and Eighth Grades:	30 minutes in each core class with occasional homework in other courses as needed in similar amounts. High School courses are more rigorous and may require additional time.

Grading Principles used by ESA Staff

- Homework is not to be assigned over vacation periods, however, homework may be assigned over the weekends.
- Ensure that if homework is given, it is graded.
- All homework is to be completed prior to the beginning of the class for which the work was assigned.
- No student can earn more than 100% on any assignment.
- All assignments must be academically based. Extra credit shall not be given for bringing in supplies, attending events, parent signatures, etc.
- It is the belief of Envision Science Academy that a student's grades should reflect the knowledge of the student in the subject area. As such, extra credit opportunities, even when directly connected to the content material, should be minimal so that grade inflation does not occur.
- Teachers will not assign grades in the form of a punitive manner or deduct points to address misbehavior (for example – talking, out of seat, no name on the paper, parent signature, etc.). Likewise, grades cannot be used to reward positive behavior or for non-academic purposes.
- Students who earn a failing grade in a class for the quarter must receive intervention support from the teacher.
- Teachers must have documentation of parent contact before assigning a failing grade for the quarter. This must be more than a signed progress report, i.e. documentation of reciprocated email contact, phone contact (voice mail is not sufficient), and/or parent conference.
- Rubrics must be used to grade all projects. It is strongly encouraged for all major projects to be completed in-school under teacher supervision.
- Cheating, plagiarism, copying another student's work, etc. is a violation of Envision

Science Academy's Code of Conduct. Students violating this policy are subject to disciplinary action and may be assigned a failing grade on the assignment up to and including a grade of zero.

Minimum Number of Assignments

The following percentages should be used to calculate a student's quarterly grade in grades 2-8:

- 60% - Major assessments including projects, tests, and other significant assignments as designated by the teacher. The recommended minimum number of major assessments will be 5 in each quarter
- 30% - Minor assessments including quizzes and classwork. The recommended minimum number of minor assessments will be 7 in each quarter. Note: the average of students' quizzes may be used as a major assessment in lieu of counting them as individual minor assessments.
- 10% - Homework can be graded and count as 10% of a student's quarterly grade. In order to be counted as 10% of the grade there must be a minimum of 4 graded homework assessments in a grading period. (Note: While teachers must grade all homework assignments, they may or may not choose to enter them as a grade. To omit homework as a category, the percentage for minor assessments will be 40%).

Exam Grades in High School Courses

- Envision Science Academy offers several high school level courses to our middle grades students. Final exams generated by the North Carolina Department of Public Instruction (NCDPI) will be administered where applicable in these courses.
- For any high school course with an NCDPI final exam, whether it is an End-of-Course (EOC) exam or a North Carolina Final Exam (NCFE), the exam grade will count 20% of the student's final grade in the course.
- In order for a student to receive high school credit in Math I, students must score at a proficient rating (a Level 3, 4, or Level 5) on the End-of-Course (EOC) exam in addition to earning a passing grade for the final average in the course.

Make Up Work

- A student who misses any assignment (homework, classwork, tests, etc.) or due dates because of absences, whether excused or unexcused, will be allowed to make up the work.
- Arrangements for completing the work including new due dates should be made the day the student returns to school when possible but no more than five days after the student's return.
- Teachers will be allowed 24 hours to provide make-up work once the arrangements for completing missed work have been communicated.

Late Work

- Homework and other assignments will be accepted, even if turned in after the designated due date.
- Students will receive an initial grade of zero (0) for an assignment or assessment on which he/she made no attempt or is missing.
- Credit for late work shall be awarded according to the following guidelines:

- o If the student was present in class on the due date, the work may be penalized 10% per school day for each day late.
- o If the student was not present in class on the due date because of an excused absence, full credit will be given for the completed work if it is turned in on time according to the make-up schedule provided by the teacher.
- o If the student was not present in class on the due date because of an unexcused absence or tardy the work may be penalized 10% per school day.

Parent and Student Responsibilities

- Parents and students are encouraged to check student progress on a regular basis through the PowerSchool parent portal. Families without internet access may request grade reports from the student's teachers.
- Log-in information for PowerSchool can be obtained through the Data Manager. You will need to log-in to PowerSchool to view all progress reports and report cards.
- Clarification of, or questions regarding grades on student work should be made to the teacher of record when the grade is assigned; do not wait to the end of the quarter. Clarification or questions regarding quarterly assigned grades should be made to the teacher of record within 5 school days of report card distribution.
- Students are expected to complete and submit work on time.

Teacher Responsibilities

- Teachers will post assignments on the school approved electronic venues at least weekly.
- Student work will be graded in a timely manner. Minor assignments should typically be graded within two school days. Major assignments such as tests and projects should typically be graded and returned within 5 school days.
- All grades will be posted to PowerSchool upon completion of grading. Grades will be entered throughout the grading period and not clustered at the end so that the student and parent can reasonably evaluate the student's standing in the class throughout the grading period.
- Teachers will ensure an accurate interim grade report is available at the mid-point of the semester for parent review. Teachers will also ensure an accurate and final grade report at the end of each quarter.
- Graded work will be reviewed with students for the purpose of constructive feedback, so the students can identify and learn from their errors.
- Teachers will, through both formative (non-graded) and summative (graded) student work, make every effort to identify gaps in instruction and/or student learning and take steps to correct these gaps, whether they are individual to a specific student or systemic to multiple students in the class.

Academically or Intellectually Gifted (AIG)

As a charter school, we are not required to identify students as Academically or Intellectually Gifted (AIG), although we value, recognize, and serve our students' gifts on a daily basis. Envision Science Academy does not have a formal Academically or Intellectually Gifted (AIG) program. Rather, we meet students where they are academically through differentiated instruction. We believe students may be gifted in various areas, such as math, language arts, science, technology, art, etc. Through differentiated instruction, students may be individually served in the areas where they excel, regardless of the subject matter.

Student Records: Withdrawal and Transfers

Student records are available to parents/guardians who submit written requests to the main office. Copy fees may be assessed at the school’s discretion when records are requested for parent review. Withdrawals and transfer requests from parents/guardians are also honored through written request to the main office. Student records are transferred directly and automatically from school to school at the time of transfer, free of charge. Records are also automatically sent when a student is promoted to grade 9.

The Family Education Rights of Privacy Act (FERPA)

Parents/guardians have the right to inspect and review their student’s educational records at any time by requesting an appointment with the administrator. Through a written request, parents/guardians may seek amendment of the student’s records that they believe to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights.

Parents/guardians may consent to disclosures of personally identifiable information contained in the student’s education records; except to the extent that the Act authorizes disclosure without consent. Parents/guardians may file with the Department of Public Instruction a complaint concerning alleged failures by the school to comply with the requirements of this Act.

Code of Conduct

Conduct Partnership Profile

The success of our students depends upon the collective responsibility of everyone in our school community. The Board and administration at Envision Science Academy recognizes the importance of developing positive and supportive relationships with all stakeholders in the educational process. With this in mind, each stakeholder must contribute to the success of this partnership by following the partnership described below.

It shall be the RIGHT of each student to:	It shall be the RESPONSIBILITY of each student to:
Attend a school that is safe and supportive, and free from discrimination, intimidation, harassment, and bullying.	Contribute to maintaining a safe and orderly school that is conducive to learning, and to show respect to other people and to property.
Always be treated with respect by other students and school personnel.	Be familiar with and abide by all school policies, rules, and regulations dealing with student conduct.
Have the opportunity to present their version of the facts and circumstances leading up to any disciplinary situation.	Respond to directions given by teachers, administrators, and school staff in a respectful, prompt, and positive manner.
Not be denied participation in any school activity based upon race, color, creed, gender, national origin, disability, religion, or sexual orientation.	Help in solving problems that might otherwise lead to disrupting the learning environment.

Have access to support services that will address their specific needs.	Accept responsibility for their own actions and understand that they can only control themselves.
Receive Due Process during any disciplinary situation or procedures.	Ask questions when they do not understand.

All PARENTS are expected to:	All TEACHERS/STAFF are expected to:
Recognize that the education of their child or children is a joint responsibility of the parents and school.	Maintain a climate of mutual respect and dignity which promotes student self-concept and self-esteem.
Send their children to school ready to participate and learn.	Be prepared and teach at the highest level every day.
Ensure that their children attend school regularly and on time.	Work to ensure the success of every single child.
Ensure their children are dressed and groomed consistently within the student dress code.	Enforce school regulations, rules, and policies in a fair and consistent manner.
Help their children understand school rules, regulations, and policies.	Provide prompt and accurate grading and feedback for student work.
Reinforce school consequences and rules at home to ensure that students meet expectations for student conduct.	Communicate regularly and promptly with students, parents, and other school faculty members.

Code of Conduct Details

Envision Science Academy has developed discipline guidelines and a rubric that identifies inappropriate and unacceptable behaviors and the corresponding consequences for engaging in these behaviors. The rubric is designed as a guide for teachers and administrators. The Student Code of Conduct is presented as a guide for conduct offenses and corresponding minimum consequences. Specific consequences may vary based on the rule violated, the circumstances surrounding the violation, and the age/grade level of the student. The student’s previous disciplinary record will factor into determining the maximum consequence level. There is no intention in this document to restrict the ability of the school to apply appropriate consequences, i.e., higher levels of consequences may be applied even for a first offense depending on the circumstances of the offense.

While this document contains a guide for most potential types of behavior, it is impossible for school officials to anticipate all types of behavior. At times school officials will have to assign consequences for a range of unanticipated conduct that is disruptive to the educational process.

Consequences for these actions are at the discretion of school administration. The School's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973.

Confidentiality

The Federal Education Rights Privacy Act (FERPA) prohibits us from discussing one student's disciplinary situation with the parent/guardian(s) of another student. Faculty, staff, and administration may only share information concerning student behavior, performance, or disciplinary action with a student's parents or legal guardians, or as required by law. Please do not ask faculty or administration for information regarding disciplinary consequences for children other than your own.

Students with an IEP or 504 Plan

Discipline situations involving students with an IEP or 504 plan will be handled in accordance with all applicable state and federal law.

Suspension and Appeal

In-school or out-of-school short-term suspensions are at the discretion of the Dean. A parent is not entitled to appeal the Dean's decision to impose in-school or out-of-school Short-Term suspension (10 school days or less) to the Executive Director or Board of Directors, except for misapplication of existing school policies (GS 115C-390.6.e). A Dean may recommend a Long-Term Suspension, Exclusion, or Expulsion to the Executive Director. Decisions for Long-Term Suspensions and/or exclusion/expulsion shall be made by the Executive Director after appropriate written notice to the parties involved and a hearing if one is requested. In the absence of the Executive Director, the Board President shall appoint a hearing officer to determine if the recommendation will be upheld and forwarded to the Board. Appeals to the decision of the Executive Director or hearing officer shall be heard by a panel of three Board members who shall be appointed by the Board President. Appeals must be made in writing to the Board President within ten (10) days of the decision of the Executive Director or hearing officer. The hearing of the panel will occur at the next regularly scheduled Board meeting date, unless the family is otherwise notified. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors.

Minor Offenses

All consequences for minor offenses will be administered by the teacher/staff that reported the offense. Any Minor Offense may be recorded as a Major Offense at the discretion of administration.

- 1. Defiance of Authority** - Student refusal to comply with a reasonable request from school personnel or volunteers or disobeying any general classroom and/or school rule/expectation.
- 2. Inappropriate and/or Disruptive Behavior** - Intentional acts or conduct in the classroom, school building, school grounds, or while in attendance at school sponsored events which interrupt the education process or event, including calling out, running,

horseplay, etc. In addition, students are prohibited from bringing disruptive items (toys, personal property, etc.). Any such item may be held in the office and will be returned only to a parent or guardian.

3. **Inappropriate Language and/or Gestures** - The use of any language, acts, unwelcome remarks or expressions, or any other behavior including obscene gestures which is offensive to modesty or decency.
4. **Property Misuse** - Activities that damage or negatively impact the school building, school property, and/or another person's belongings.
5. **Dress Code Violation**- Students must dress according to the Envision Science Academy Dress Code.
6. **Misuse of Technology (includes cell phone)** - Any unauthorized or inappropriate technology, computer, and/or network usage. Computer privileges may be suspended, in addition to consequences listed. Please note that electronic devices may be confiscated and required to be picked up by a parent/guardian.
7. **Physical Contact** - Failure to respect personal space of other students, interacting in a dangerous or potentially dangerous manner.
8. **Tardiness/Attendance Issues** - Any unexcused arrival to class beyond the scheduled time that the class begins.
9. **Inappropriate Displays of Affection** - Inappropriate physical demonstration of affection not appropriate for a school setting.
10. **Dishonesty/Misrepresentation** - Students will not lie, gossip, cheat, or spread rumors.
11. **Conspiracy to Commit a Minor Offense** - An agreement and/or concerted effort by two or more persons to commit a Minor Offense.

Minor Offense Minimum Consequences

	K-5	6-8
First Offense	Teacher Options within the Classroom	Teacher Options within the Classroom
Second Offense	Teacher Options within the Classroom, Parent/guardian Conference	Teacher Options within the Classroom, Parent/guardian Conference
Third Offense	Teacher Options within the Classroom, Parent/guardian Conference, Written Behavior Agreement, Escalation to a Major I Referral	Escalation to a Major I Referral

Major I Offenses

Major Offenses will be reported to the Deans/Asst. Dean with a written referral report. Electronic Records of Major Offenses will be entered by the Dean/Asst. Dean in the PowerSchool database with the corresponding incident coding.

1. **Repeated Minor Offenses** - Three Minor Offenses within four weeks.
2. **Unauthorized Entry/Presence/Exit** - Entering, or assisting individual(s) to enter, the school/grounds other than through designated entrances, or entering/exiting the classroom/school/grounds during unauthorized times. Includes being in an area of the school without school personnel permission and/or supervision.
3. **Abusive Language** - Harsh verbal or written language or gestures, directed at other(s), that negatively affect the learning environment.
4. **Discrimination** – Any use of slurs, innuendos, or other verbal or physical conduct reflecting on an individual’s gender, race, color, religion, ethnic or natural origin, sexual orientation, disability, etc.
5. **Possession of Obscene Literature or Material** -Possessing, exhibiting or distributing materials that offend common decency or morals.
6. **Dangerous Behavior** - Behavior that could cause injury to a student, teacher or other staff member (i.e. inappropriate use of equipment or materials, etc.)
7. **Physical Aggression** - Intentional acts involving physical contact.
8. **Possession of Lighters, Matches, or any Incendiary Device** - The possession or use of any incendiary device including cigarette lighters, matches, etc.
9. **Academic Dishonesty** - Cheating on tests, copying assignments or papers, signing parent/guardian or teacher’s signature on a document. Additionally, students must redo the assignment.
10. **Theft** - Taking possession of something that doesn't belong to you. Knowingly receiving stolen property or possession of stolen property is included in this offense.
11. **Vandalism** - Willful or malicious damage to any property or the school building, or damage to the property of an employee or another student. This includes damage to neighborhood property.
12. **Major Technology Violation** - A student will not misuse a computer or computer network with the intent to access, alter, or damage records, software, or equipment. In addition, students will not engage in cyber-bullying, access banned websites, bypass cybersecurity measures, or use school resources for personal use. For more information, see our Acceptable Use Agreement.
13. **Conspiracy to Commit a Major I Offense** - An agreement and/or concerted effort by two or more persons to commit a Major I offense.
14. **In School Suspension Room Violation** – Failure to comply with rules and procedures when in the Eagle Room for lunch restriction or Alternative Learning Placement (ALP) or In School Suspension (ISS).

Major I Minimum Consequences

	K-5	6-8
First Offense	Administrative Conference, Parent/guardian Conference,	In-School Suspension, 1-3 Days Out-of-School Suspension

	Community Service, In-School Suspension, 1-3 Days Out-of-School Suspension	
Second Offense	Parent/guardian Conference, Community Service, In-School Suspension, 1-5 Days Out-of-School Suspension, Written Behavior Agreement	In-School Suspension, 3-10 Days Out-of-School Suspension,
Third Offense	In-school Suspension 1-10 Days Out-of-School Suspension, Written Behavior Agreement Referral for Long Term Suspension/Exclusion	5-10 Days Out-of-School Suspension, Referral for Long Term Suspension/Exclusion

Major II Offenses

Major Offenses will be reported to the Deans/Asst. Dean with a written referral report. Electronic Records of Major Offenses will be entered by the Dean/Asst. Dean in the PowerSchool database with the corresponding incident coding. Where required by law, or deemed necessary by the school administration, law enforcement will be contacted to report violations.

1. **Serious or Chronic Misconduct** - Serious offenses, including but not limited to, those required to be reported by law. Repeated office referrals for Major I offenses.
2. **Fighting and/or Contributing to an Aggressive Situation** - Engaging in, provoking, or encouraging an act of physical violence or aggression that may or may not result in injury. Consequences may also include referral to law enforcement. This also applies to bystanders that verbally escalate an aggressive situation.
3. **Bullying** - Any ongoing bullying activity as defined by NC-GS 115C-407.15.
4. **Off-Campus Misconduct** - Students may be disciplined for out of school misconduct in circumstances where the misconduct would affect the general welfare of the school, especially in cases of assaultive or dangerous behaviors or any other behaviors that occur off campus but cause a disruption to the school environment. Such an event may be handled as if it occurred on

campus.

5. **Possession and/or Use of a Weapon** - The possession, concealment, or display of a weapon or simulated weapon including, but not limited to, toy guns and/or cap guns, as defined in NC-GS 14-269.2
6. **Possession, Use, Under the Influence of, or Distributing Drugs, Tobacco, and/or Alcohol** - This includes narcotic as well as prescription drugs taken at school outside of compliance with school policy, as well as fake or imitation substances, all drug paraphernalia, and vapes.
7. **Arson** - Setting fire to any material or object on school grounds or in the school building.
8. **Extortion** - Obtaining money, other articles of value, or information from someone by coercion or intimidation.
9. **Harassment** - Any repetitive use of slurs, innuendos, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or natural origin, sexual orientation, disability, etc. which has the purpose or effect of creating an intimidating, hostile or offensive educational environment, as defined by NC-GS 115C-407.15. Consequences may also include referral to law enforcement.
10. **Sexual Offenses** - A student will not engage in sexual behavior including fondling, sexual harassment, consensual sex, and indecent exposure.
11. **Communicating Threats** - Via written, verbal, or electronic means, communicating the threat of harm against others or the school.
12. **Conspiracy to Commit a Major II Offense** - An agreement and/or concerted effort by two or more persons to commit a Major II Offense.

Major II Minimum Consequences

	K-5	6-8
First	In-school Suspension, 1-10 day Out-of-School suspension, Referral for Long Term Suspension/Exclusion	In-school Suspension, 1-10 day Out-of-School suspension, Referral for Long Term Suspension/Exclusion
Second	In-school Suspension, 3-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension/Exclusion	5-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension/Exclusion
Third	5-10 day Out-of-School suspension, Written Behavior Agreement	7-10 day Out-of-School suspension, Written Behavior Agreement

	Referral for Long Term Suspension/Exclusion	Referral for Long Term Suspension/Exclusion
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Explanation of Consequences

Teacher Options within the Classroom

Teacher actions to correct discipline incidents in the classroom may include, but are not limited to: changing seats, teacher-student conference, teacher-parent contact, sending a student to another supervised classroom to work independently, structured recess activities, restriction of lunch seating choice, lunch restriction, alternative assignments, reflection sheet, in-class community service, alternative learning placement, and others at the teacher's discretion. If one of these options is utilized, it is imperative that the teacher that assigns the consequence supervises and debriefs with the student following the consequence, and also makes a parent/guardian contact.

Administrative Conference

The Dean and, when necessary, the teacher/staff will meet with student(s) involved in the incident to discuss the full details of the event. The Dean will determine a plan of action for consequences and prevention of future incidents.

Parent Conference

The Dean and/or staff will meet with the parent/guardian to discuss specific student actions and to develop a plan of action to prevent future occurrences. May be by phone or face-to-face.

Community Service

Student may participate in activities to positively contribute to the school environment as a part of disciplinary action. Examples of Community Service include, but are not limited to, completing projects or assignments that are directly related to their incident, removing writing from walls or desks, picking up paper and trash from floors and school grounds, removing trash from lunch tables, sweeping floors, cleaning whiteboards, grounds keeping, or repair or reorganization of school property.

Written Behavior Agreement

Any written agreement between the student, parent and staff that sets expectations for behavior, specific rewards or consequences for actions, and/or plans for teacher strategies.

In-school Suspension

Students will spend one full or half school day in the office where they will complete their class work for the day and additional community service projects as supervised by the Dean or designee.

Out-of-School Suspension

Parents/guardians will be notified of a student suspension prior to the imposition of the suspension. The student will not be allowed to attend school or school sponsored activities or come upon school premises during any suspension.

1. **Short Term Suspension-** Removal of a student from school by the Dean or designee for a period of time not to exceed ten (10) school days for each offense.

(Not subject to appeal)

2. **Long-term Suspension-** Removal of a student from school by the Dean or designee for more than 10 school days, but not exclusion/expulsion (permanent).
3. **Exclusion-** Permanent removal of a student from the school, school activities, and school grounds. Students may return to their LEA pursuant to NC law.
4. **Expulsion-** Permanent termination of the school-student relationship. This only applies to students of 14 years of age or older whose presence constitutes a clear threat to the safety of other students and/or school staff.

Security

Envision Science Academy holds security as a high priority for the protection of students, staff, parents/guardians, and the school campus. For security purposes, all doors will remain locked from the outside at all times. Security cameras will provide an extra layer of protection. Entrances will be posted with signs reminding visitors to sign in/out and that no weapons are allowed on campus. A log of visitors will be maintained in the main office. Visitors will be required to wear an identification badge while on campus. Visitors without an identification badge will be escorted back to the main office to retrieve one. All volunteers and staff will be required to submit to a criminal background check. Staff will be trained on safety and crisis plans and procedures, and they will train the students. Parents/guardians will also be informed of standard safety and security procedures.

Crisis Plan

The Crisis Management Team consists of administrators and school staff. This team will act in the event of a crisis and will communicate with parents/guardians with regular updates. A crisis management plan has been developed, adopted, and is maintained by the team to ensure effectiveness. The plan includes alerts, evacuation plans, security, communication procedures, etc. Fire, tornado, and crisis drills will be scheduled and conducted regularly by the team.

Inclement Weather

Envision Science Academy does not follow Wake County Public School System for school delays and closings. In the case of inclement weather, official notification for delays or closings will be posted on WRAL and its affiliated radio and television stations under “Public Schools.” Information may also be emailed and posted on the school’s website and official social media sites.

ESA may declare up to 5 weather or other emergency campus closures as remote learning days per school year. On days that the school has delayed opening or early dismissal due to inclement weather or other unforeseen events, these days are not required to be made up. In the event school is closed without the implementation of a remote learning day, a make up day will be designated and communicated to the school community.

Communication

Envision encourages parents/guardians to communicate directly and often with teachers and administrators. Communication may take place in person or via phone, email, memo, or our online portal. Communication with the teacher should always be the first approach for parents/guardians when they have uncertainty or concern about class-related matters. Other issues

or school-related matters should be directly communicated first to the Dean and/or other pertinent staff and if necessary to the Executive Director. Parents/guardians should request a meeting with the teacher or administrator at a mutually-convenient time and date to discuss their concerns. In the case of an emergency, parents/guardians should review the school's website or check for email updates.



**Parent and Student Handbook
Acknowledgement Page**

Student Name

Grade

By signing below, I acknowledge that I have received the Envision Science Academy Parent and Student Handbook and that I have read it in its entirety and discussed it with my child.

Parent/Guardian Signature

Printed Name

Date