Envision
Science Academy

Stimulate the whole mind.

Educate the whole child.

Policies Manual
2026 – 2027

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.

VISION STATEMENT
Our vision is by engaging in project-based learning, students will be prepared to pursue STEAM related careers and become lifelong learners.

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PARENTS AND STUDENT

Hours of Operation

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

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

IMPORTANT CONTACT INFORMATION
Envision Science Academy 590 Traditions Grande Blvd, Wake Forest, NC 27587 Phones are answered daily from 7:30am – 2:30pm, 3:30pm – 4:00pm. Summer hours may vary. Phone: 919-435-4002 Fax: 919-307-4308 info@envisionscienceacademy.com **Staff email addresses may be found in the staff directory on the school website at www.envisionscienceacademy.com.**

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 Weighted Lottery Admissions Policy
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 North Carolina 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. 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
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/guardian 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. Envision Science Academy follows the Released Time for Religious Instruction law pursuant to G.S. 115C-218.75(p) and furthermore, G.S. 115C-407.45.

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. Staff will notify parents/guardians if there are ten 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 an 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 includes 185 instructional days. The year is divided into two semesters, each with two quarters.

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. School administration has the final authority on whether or not an item is acceptable in reference to dress code. Uniforms 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 similar-color modesty shorts or tights underneath. Pants may be flat-front or pleated, but cargos, athletic shorts/pants, 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, jackets 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.

- SHOES- 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/ACCESSORIES - 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.

- BACKPACKS - Soft-sided backpacks or book bags are acceptable. Rolling or hard-shell backpacks or book bags are not permitted.

- SPIRIT DAYS - Students are permitted to wear ESA spirit-wear shirts and uniform bottoms or jeans without holes or rips.

Lost and Found
To aid in the process of returning items lost at school to their owners, all personal items, including jackets, sweatshirts, lunchboxes, and water bottles, should be labeled with a child's first and last name.

Teachers and staff will help to return lost objects to the student that lost them. Teachers will have a lost and found process in place for items that are inside their classroom and belong to their students. In common areas such as the dining hall, gym, and playgrounds, teachers and staff will do all they can to give reminders to students and to seek the owners of items that are left behind.

Found items that ARE labeled will be returned to students within one week.

Found items that are NOT labeled will be discarded or donated after one week. ESA is not able to house lost items that have spent more than a week in our lost and found.

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. Students remaining at the conclusion of afternoon carpool may be enrolled in the SOAR after care program at a drop-in rate. 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 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. Parents/guardians may talk to the office manager about eligibility and how to apply for free and reduced lunch.

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.

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. Physical activity should not be taken away as a form of punishment for classroom behavior. Inappropriate behavior during recess can result in removal from activity. 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 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 100.4°F or higher
2. Vomiting or diarrhea
3. Any contagious disease or condition including but not limited to strep throat, pink-eye, chicken pox, 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. 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 the 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 the 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

In accordance with **SESSION LAW 2025-38 HOUSE BILL 959**, Personal electronic devices—including cellphones, laptops, tablets, iPads, iPods, cameras, video equipment, gaming devices, and any similar items—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. This prohibition also applies to smartwatches or any wearable devices capable of two-way communication or internet connectivity.

Earbuds and headphones should only be worn for educational purposes.

Students may possess smartwatches and cell phones **under the following conditions**:

- In the event of an emergency.
- Wearable devices may be used **only to tell time; however,** wearable devices are **not allowed at all during tests**.
- If authorized by a teacher for educational purposes.
- As required by the student's individualized education program or section 504 (29 U.S.C. § 794) plan.
- As required to manage a student's health care, in accordance with a documented medical condition.

When in violation of the policy, possession of any personal device constitutes consent to search for the device and/or confiscation of the device by school staff. Repeated violations may result in the student **losing the privilege** of bringing a cell phone to school for the remainder of the year.

Confiscated devices will be held in an administrator's office (or another secure location designated by the administrator). The school is **not responsible** for any items that are lost or damaged while in its possession.

Parents/guardians will be notified if a device is confiscated and will be required to pick it up at the end of the school day.

https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2025-2026/SL2025-38.pdf

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 & 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 speak with the 504 coordinator or visit the 504 section on our website at https://www.esaeagles.com/resources/handbooks.

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."

Please use the link found on the school website at:
https://www.esaeagles.com/resources/handbooks to access the full Title IX policy.

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 **Mr. DeVon Wall** as the Title IX Coordinator with overall responsibility for Title IX compliance. He can be reached at:

Mr. DeVon Wall
dwall@envisionscienceacademy.com
titleninecoordinator@envisionscienceacademy.com
590 Traditions Grande Blvd, 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 u 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.

Service Animal Policy

Purpose

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

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

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

Definitions

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

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

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

Work or Task – The work or tasks performed by a service animal must be directly related to the individual's disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify. Examples include assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; assisting an individual during a seizure; retrieving items such as medicine; helping persons with psychiatric and neurological disabilities by resenting or interrupting impulse or destructive behaviors.

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

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

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

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

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

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

Use of A Service Animal on School Property by Students and Employees
Introduction of a Service Animal - School administrators shall facilitate the introduction of an eligible service animal into the school environment.

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

1. The employee, student, or student's parent/guardian should notify the principal/administrator of the School in writing at least 10 work days prior to the date proposed to bring the service animal onto school property and complete a Request for Service Animal form. This will allow School staff to review the request and, if approved, develop a plan to introduce the service animal to the school environment. This plan will

also provide any necessary guidance to staff and students regarding interactions with the service animal, as well as other activities or conditions deemed necessary by the School.

2. The employee, student, or student's parent/guardian should work with School personnel to create a plan addressing the presence of the service animal during the school day. A plan to integrate the service animal into the school environment should include the following: 1) appropriate training for school personnel and students regarding interaction with the service animal; 2) arrangements for meeting the service animal's basic needs during the school day; and 3) any necessary modifications to the educational program so that the service animal may accompany the employee or student with a disability.
3. Service animals should wear identification to provide adequate notice to students, staff, and others that the dog is a service animal. Any questions regarding the type of identification should be directed to the Head of School. If the service animal does not wear identification, it may confuse students and result in behavioral and safety challenges, potentially leading to the permanent removal of the service animal from campus.
4. The service animal should be free of parasites and otherwise in good health.

Presence of a Service Animal on School Property - An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property:

1. A student or employee who elects to be accompanied by a service animal will be expected to be the handler for the animal and care for and supervise the animal. If a student is unable to provide adequate care and supervision, a handler will be responsible for providing such care and supervision.
2. If a student requires assistance from a handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in accordance with state law and any procedures established by the School.
3. The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student's disability, the animal must be under other sufficient means of control.
4. The service animal must be housebroken, under the control of its handler, healthy, and have received all necessary vaccinations as required by state law.

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

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

Vaccinations and Health

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

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

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

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

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

The handler must keep the Service Animal on a leash/lead when the animal is in a public area (i.e. classroom, library, common area, outdoors on campus, etc.), unless the Service Animal is required to perform a task that it could not accomplish while on a leash/lead or the handler is otherwise unable to maintain the animal on a leash/lead due to a disability; in such cases, the handler still must be able to maintain control over the animal.

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

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

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

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

1. The animal is out of control, and/or the animal's handler does not effectively control the animal's behavior;
2. The animal is not housebroken, or the animal's presence or behavior fundamentally interferes with the functions of the School;
3. The animal's presence would "fundamentally alter" the nature of the service, program, or activity; or
4. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications, including those set forth above related to health.

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

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

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

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

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.

Please not that visiting the campus is a privilege. Anyone in violation of campus expectations may have their permission to visit campus revoked. Notification of any revocation of privileges will be made in writing.

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, vaping, 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 contact or activity which breaches this. The school will also expect that any parent/guardian or pupil removes such comments immediately.

In some cases, the school may also consider legal options to address such misuse of social networking and other sites, including cases of cyberbullying and the use by one child or a parent to publicly humiliate another through social networking sites. We consider this to be a serious matter and will address it with the school's bullying policy if applicable.

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.

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 students not attending the field trip will be provided alternative learning experiences at school on the date of the field trip. 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 or through the link on Envision Science Academy's website. 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

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.

Unsponsored 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 in the dining hall 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 other means 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. Background checks are enabled through the vendor's "constant monitoring" utility and are valid for 3 school years.
- 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 a 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.

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, staff, and visitors 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 with the exception of law enforcement. 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 Non-Title IX or the Title IX section 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

<u>A parent has the right to the following:</u>

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/)

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 the online parent platform via the parent portal will be sent halfway through each 9-week period. Electronic report cards will be sent at the end of each 9-week grading period and will be generated through the online parent platform. 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, is prohibited 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 additional support.
- Teachers must have documentation of parent contact before assigning a failing grade for the quarter such as a 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, some LEAs or schools may require that students 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:
    - If the student was present in class on the due date, the work may be penalized 10% per school day for each day late.

- 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.
- 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 online parent portal. Families without internet access may request grade reports from the student's teachers.
- Log-in information for the online parent portal can be obtained through the Data Manager. You will need to log-in to the online parent portal 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 the online parent portal 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 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 though 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 recognize 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 online parent portal 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, Alternative Learning Placement (ALP), or In School Suspension.
15. **Serious Disruption** – Significantly disrupts the learning environment, threatens safety, or demonstrates willful non-compliance with school expectations.

Major I Minimum Consequences

	K-5	**6-8**
First Offense	Administrative Conference, Parent/guardian Conference, Community Service, In-School Suspension, 1-3 Days Out-of-School Suspension	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,	In-School Suspension, 3-10 Days Out-of-School Suspension,

	Written Behavior Agreement	
Third Offense	In-school Suspension 1-10 Days Out-of-School Suspension, Written Behavior Agreement Referral for Long Term Suspension Referral for Exclusion	5-10 Days Out-of-School Suspension, Referral for Long Term Suspension Referral for Exclusion Referral for Expulsion

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 online parent portal 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 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 Referral for Exclusion	In-school Suspension, 1-10 day Out-of-School suspension, Referral for Long Term Suspension Referral for Exclusion Referral for Expulsion
Second	In-school Suspension, 3-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension Referral for Exclusion	5-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension Referral for Exclusion Referral for Expulsion
Third	5-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension Referral for Exclusion	7-10 day Out-of-School suspension, Written Behavior Agreement Referral for Long Term Suspension Referral for Exclusion Referral for Expulsion

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, virtual, 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 may spend one or more full or half school days in a separate setting outside of their regular classroom where they will complete their class work for the day and, if assigned, additional restorative assignments and/or community service projects as supervised by the Dean/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.

Envision Science Academy utilizes exclusion as a disciplinary consequence under its code of conduct and abides by the due process required under N.C.G.S. § 115C218.60 and its Charter Agreement. Procedures by which students can be excluded from the charter school are outlined in the school's discipline policies and code of conduct.

Article 27 is referenced in the General Statute above. For your convenience you may also click Article 27 here to be taken to it.

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 with audio are used on the campus and inside the school building. They provide an extra layer of protection for all persons on campus. 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 communicated (email, phone call, and/or text message) 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. If a parent/guardian bypasses the teacher and initially communicates with the dean, they may be referred back to the teacher. 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.

Acknowledgement

Each year during online registration families agree to read and understand all policies made available in this handbook and to discuss them with their children. In addition, families are instructed to continually monitor for new policy updates, which are made available on the school's website.

EMPLOYEES

Employee Handbook Updates
It is understood that changes in policy may occur anytime in the school year. Any such changes would supersede existing policies in the Handbook. Each employee is responsible for all procedures and policies of the school outlined in the policies manual and employee handbook, including updates made throughout the school year. Non compliance with these policies may result in disciplinary action up to and including termination. It is the responsibility of Envision Science Academy administration to inform all employees of any changes to the Employee Handbook made throughout the school year.

Hiring Policy
The purpose of the Envision Science Academy Hiring Policy is to ensure a specific outline is available to the school administration in the recruiting and hiring process of all staff positions. All new hires must be hired in compliance with the hiring procedures as outlined by this policy. This policy addresses requirements for posting/advertising, screening and selection, pre-employment testing, offering employment and recordkeeping in accordance with federal and state laws and regulations.

Objectives
The ideal ESA team member will be a passionate, enthusiastic, driven, hard-working, adaptable, and optimistic individual that will live the mission statement of Envision Science Academy. Listed below are the steps that will be followed when considering any individual (full or part-time) for potential employment:

- Job Description – the school Executive Director in consultation with the Deans will develop a clear job description that includes, employee classification, performance expectations, preferred requirements, non-negotiables, and salary-range. Prior to posting, this description will be approved by the Board or an assigned committee.
- Posting Position – the school will post open positions through a variety of channels that may include internal and external websites, social media, referrals, career and school fairs, community outreach, flyers/brochures, newspaper, and word of mouth, with a deadline to apply.
- Application Submitted – potential applicants will submit their resume listing their credentials and certification.
- Applicant Screening – a pool of applicants will be identified and pre-screened by a committee or designee to identify the most qualified applicants for the position. Job seekers who do not meet basic qualifications will not continue in the selection process and may be notified of their status by the Executive Director or designee. This process may include an initial phone interview.
- Interview Applicants – designated hiring team will conduct face to face or virtual interviews with candidates selected from the pool of candidates. A consistent methodology will be utilized for all candidates to gauge integrity, work ethic, motivation, strategies, style, teamwork, etc., as they relate to the open position.
- Offer Letter – approved candidates will receive an offer of employment letter outlining the terms and conditions for employment.

- Recommendation to Board – candidates recommended for hiring will be selected and presented to the Board of Directors for approval along with the proposed salary.
- Pre-Employment Screening – employment offers are contingent on completing a criminal background check, and reference checks including at least one supervisory reference. Envision Science Academy reserves the right to perform a pre-employment drug screening.

Employee Referral Program Policy
The objective of this policy is to incentivize and reward current full-time Envision Science Academy (ESA) employees for referring qualified candidates who align with our Project-Based Learning (PBL) and STEAM educational framework. Eligible employees may refer any candidate who meets the job requirements and has not applied to ESA in the last six months. This program applies only to full-time positions. A bonus, with the amount set by the ESA Board of Directors annually, will be awarded for each successful referral, paid in two installments: the first upon the referred employee's successful onboarding and the second after they complete three months of employment. To submit a referral, please provide the candidate's resume, contact information, and your recommendation via email to the appropriate dean and/or Executive Director. There is no cap on the number of referrals an employee can make, and in cases of multiple referrals for a single candidate, only the first referrer is eligible for the bonus.

Substitute Teachers
Each substitute teacher candidate must complete an Envision Science Academy Employment Packet, inclusive of the confidentiality agreement document, and be interviewed by a school administrator/designee. Once approved by school administration, substitute teachers will be listed in the human resources report to the Board of Directors.

Each candidate must agree to, and pay for the initial processing fee of, an ESA criminal background check and receive clearance to be employed. After the completion of one full-day or two half-days of substitute assignments, the candidate will receive a reimbursement of the initial processing fee.

To be eligible to be employed as a substitute teacher a candidate must meet one of the following criteria:
1. Be a certified teacher, either in North Carolina or in another state, or
2. Hold an Associates Degree or equivalent from an accredited college or university, and successfully complete the Effective Substitute Teacher Training course or similar school approved training.

Substitute teachers are considered to be employees of the school. As such, they are held to the same standards of professional conduct as all other employees. Any violation of these standards may result in immediate termination of employment as a substitute teacher.

Licensure Requirements
At ESA we seek the most effective educators. We believe such educators have earned and maintain a current teaching license. At ESA, a professional employee must, at all times, hold or

being working towards a North Carolina license appropriate to the position in which he or she is employed. Licensure renewal is the responsibility of the individual, not of the school.

Employment Applications
ESA relies upon the accuracy of information contained in the employment application and the accuracy of other date presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

At Will Employment
All employment at Envision Science Academy is "at will." This means that both employees and Envision Science Academy have the right to terminate employment at any time, with or without advance notice (although we request and try to give thirty days' notice, depending on the circumstance), and with or without cause. There should be no expectation, on the part of the employee, of compensation beyond the date of termination.

Criminal and Educational Background Check
A criminal background check will be conducted of all applicants and employees, including substitutes. A criminal background check may also be conducted on an individual, random, ongoing, or rotating basis of current employees (including substitutes), as well as on independent contractors and volunteers whose services involve contact with students. Employees are unable to begin working until the school has received the results from background check from the school approved vendor. Applicants are required to answer completely and accurately questions on their application with regard to previous criminal history. Failure to do so will subject the applicant to not being hired and an employee to being dismissed. Applicants and employees shall consent in writing to initial and post-hiring criminal background checks and to providing fingerprints and other identifying information as requested by ESA. To the extent permitted by law, failure to consent or provide relevant information will result in rejection of an applicant or separation from employment of an employee.

At a minimum, the following initial criminal background check will be conducted:

- Statewide criminal background checks for applicants who have lived and worked within North Carolina for the five years before the date of application
- Federal and state criminal background checks for applicants who have lived or worked outside of North Carolina during the five years before the date of application

The applicant will be rejected and the employee will be separated from employment if the criminal background checks and supporting records reveal a "criminal history," defined as the conviction of a crime, whether a misdemeanor or felony, that indicates the applicant or employee (1) poses a threat to the physical safety of students, staff, or others, or (2) has demonstrated that he/she does not have the integrity or honesty to fulfill his/her duties as a public school employee.

Conviction of a crime, as used in this policy, includes the entry of (1) a plea of guilty, nolo contendere, no contest or the equivalent; or (2) a verdict or finding of guilty in a court of law or military tribunal. ESA shall consult with legal counsel or obtain a certified copy of an

applicant's or employee's conviction notice prior to any final employment decision based on the criminal history. If ESA considers criminal history in making a decision adverse to an applicant or employee, the administration will make written findings with regard to how the information was used. ESA will provide to the State Board of Education (SBE) information on where to obtain the record of conviction of a person who is certified or licensed by the SBE.

If a criminal background check reveals that an applicant or employee was charged with but not convicted of a crime, whether misdemeanor or felony, the administration may conduct a further investigation into the person's conduct and the circumstances surrounding the charge to determine the person's fitness for employment. Applicants and employees must notify administration immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Applicants and employees who have been charged or convicted with driving while impaired or driving with a revoked license must immediately notify administration. Notice must be in writing, must include all pertinent facts, and must be delivered to administration no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to administration no later than the next business day following adjudication.
ESA shall not require candidates to disclose any expunged criminal records (arrests, charges, and/or convictions) and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. Information obtained through the implementation of this policy will be kept confidential as provided in the North Carolina General Statutes and regulations. These records shall be kept in a locked, secure place, separate from the individual's personnel file. Procedures for implementing this policy, including a list of individuals entitled to access criminal history information, may be developed and administered by the Board and/or administration. If ESA conducts criminal background checks that are subject to the Fair Credit Reporting Act, it will provide applicants or employees with all required notices and disclosures before conducting the check or taking adverse employment action against the applicant or employee.

The Board has determined that every position within the school, regardless of whether the position is executed in school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender will be hired for any position within the school.

All ESA staff member background checks are subject to constant monitoring and will be fully readministered every three years.

I-9 Immigration Reform
Envision Science Academy complies with the Immigration Reform and Control Act, employing only those persons who are legally eligible to work in the United States. ESA complies with the Immigration Reform and Control Act of 1986 by employing only United States citizens and noncitizens who are authorized to work in the United States. All employees are asked once the job offer is accepted to provide original documents verifying the right to work in the United States and to sign verification form required by federal law (INS Form I-9). If an individual

cannot verify his or her right to work within three days of hire, ESA must terminate the employment.

Salary
It is important to note that ESA employees are employees of the nonprofit organization that holds the charter. They are no longer employees of the State of North Carolina. The ESA Board of Directors will strive to compete with the state's salary structure per years of experience. Salaries will be reviewed annually in conjunction with the employee's contract. Increases in salary may occur when (a.) the state scale is amended (b.) teacher credentials and experience levels change (c.) performance stipends are awarded. If an employee is hired during the academic school year, the new employee's salary will be based on the salary scale utilized by ESA in the beginning of that academic year.

Payroll Classification
The terms "exempt" and "non-exempt" are classifications established by federal guidelines and are based on the scope and responsibilities of each job. Exempt employees may be required to work longer than an 8-hour day and are not eligible for overtime pay. Non-exempt employees are eligible for overtime if approved by his/her direct supervisor. Non-exempt employees are required to fully complete and submit a timesheet each month to their direct supervisor. Each full time, non-exempt employee shall be entitled to thirty (30) minutes of unpaid time for lunch. Non-exempt employees may only make up missed hours on the same work day, with prior approval from his/her assigned supervisor, unless the building has a forced closure. Employees will be made aware of this distinction at the time of hiring, promotion, or transfer.

REGULAR, FULL-TIME employees are those who are not temporary and regularly scheduled to work 40 or more hours per work week. Full-time employees are eligible for ESA's full benefits package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not temporary and regularly scheduled to work less than 40 hours per work week. While they do receive all legally mandated benefits (such as Social Security), they do not receive all of ESA's other benefits. However, if a part time employee works 30 hours per week, or more, on a regular basis, they will be eligible for the school's health insurance. In addition, part time employees may be eligible to participate in the school's retirement plan.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as Social Security), they are ineligible for ESA's other benefits. Temporary employees may be secured through an outside agency or paid directly through ESA's payroll. In either case, the individual's status as a temporary employee remains.

Overtime
Overtime applies only to non-exempt employees and is defined as all hours worked in excess of

40 hours in any one work week. Your supervisor must authorize overtime. Time worked in excess of 40 hours will be paid to non-exempt employees at a rate of one and one-half times the regular hourly rate of pay. Holiday pay, paid time off, or other paid days off, count toward the 40-hour requirement for overtime. Time off for paid or unpaid leave of absence does not count toward the 40-hour requirement for overtime.

Benefit Plans
All regular, full-time employees of ESA are eligible for additional benefits such as group health insurance and the retirement plan. Detailed information regarding the benefits package is available during the hiring process and will be reviewed during your orientation with ESA. Benefits coverage will end as of the last day worked. If elected, certain benefits coverage may be continued at the Employee's expense under COBRA (Consolidated Omnibus Budget Reconciliation Act). Benefits may be altered or terminated at any time by the school.

Employment Paperwork
Employment is not official until the Envision Science Academy Board formally approves the recommendation from the Executive Director. To complete the employment process, all employment forms must be completed and turned into the Human Resources Department no later than the employee's first day of employment. Failure to do so may delay the official start date and therefore may impact the employee's first pay check or insurance coverage.

Equal Employment Opportunity
It is the policy of ESA to provide an equal employment opportunity to all qualified individuals without regard to race, color, religion, national origin, age, sex, marital status, disability, veteran status, or sexual orientation. Our equal employment opportunity practice applies to all recruiting, hiring, training, transfers, promotions, job benefits, pay and dismissal practices as well as educational assistance and social and recreational activities.

Nepotism
The employment of immediate family can cause various problems including but not limited to charges of favoritism, conflicts of interest, family discord and scheduling conflicts that may work to the disadvantage of both the organization and its employees. For the purposes of this section, the term "immediate family member" means a spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships
The term also includes domestic partners (a person with whom the employee's life is interdependent and who shares a common residence) and, a daughter or son of an employee's domestic partner. It is the goal of the organization to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts or management disruptions exist. The organization may allow existing personal relationships to be maintained or employ individuals with personal relationships to current employees under the following circumstances:

- No voting members of the Board shall be an employee of a for-profit organization that provides substantial services to the school for a fee;
- No employee of the charter school shall be immediate family to any member of the Board of Directors;
- No employee of the charter school shall be a voting member of the Board of Directors;

- No employee that is immediate family of the Executive Director shall be hired without the Board of Directors evaluating their credentials, and establishing a structure to prevent conflicts of interest, with evidence, that this process has occurred;
- The school administration may not create a supervisor/subordinate relationship with an immediate family member;
- Board members may not vote on any Board action in regards to immediate family member;
- Immediate family members may not supervise or evaluate a family member;
- The relationship between immediate family members will not create an adverse impact on work productivity or performance;
- The relationship between immediate family members may not create an actual or perceived conflict-of-interest;
- Immediate family members may not audit or review in any manner the individual's work.
- Immediate family members may not be employed if a member of the employee's immediate family (spouse, children, parents, grandparents, brothers, sisters, stepfamily members, in-law family members) serves on the organization's Board or any Committee or Council which has authority to review or order personnel actions or wage and salary adjustments which could affect his/her job.

No personal employee relationship covered by this policy will be allowed to be maintained, regardless of the positions involved, if it creates a disruption or potential disruption in the work environment, creates an actual or perceived conflict of interest or is prohibited by any legal or regulatory mandate.
This policy must be considered when electing, hiring, promoting, or transferring any employee. Should relationships addressed within this policy be identified with either candidate for employment or, current employees the matter should be immediately reported to the Executive Director and/or Board of Directors and the following policies and procedures will be followed:

- A determination will be made whether the relationship is subject to the organization's Nepotism policy based on the conditions described above.
- If the relationship is determined to fall within one or more of the conditions described in this policy the Executive Director in consultation with the affected employees and the Board of Directors will attempt to resolve the situation through the transfer of one employee to a new position or identifying some other action (e.g., Supervisory reassignment) which will correct the conflict or issue identified. If accommodations are not feasible then, with affected employee suggestions, the Executive Director in consultation with the organization's Board of Directors shall determine which employee must resign in order to resolve the situation.

The organization reserves the right to exercise appropriate managerial judgment to take such actions as may be necessary to achieve the intent of this policy. The organization reserves the right to vary from the guidelines outlined in this policy to address unusual circumstances on a case-by-case basis.

It is the responsibility of every employee to identify to the organization's Executive Director any potential or existing personal relationship which falls under the definitions provided in this

policy. Employees who fail to disclose personal relationships covered by this policy will be subject to disciplinary action up to and including the termination of employment.

Disability Accommodation
Envision Science Academy is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is Envision Science Academy's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, Envision Science Academy will provide reasonable accommodations to a qualified individual with a disability who has made Envision Science Academy aware of his or her disability, provided that such accommodation does not constitute an undue hardship on Envision Science Academy. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Executive Director/designee. Envision Science Academy encourages individuals with disabilities to come forward and request reasonable accommodation.

Consistent with the non-discrimination in employment policy, all students of Envision Science Academy are admitted, are accorded rights and privileges, and have access to programs and activities made available to them at Envision Science Academy in a non-discriminatory manner. Envision Science Academy does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. All testing and evaluation materials and procedures used for the purpose of evaluation, testing, assessments and/or for placement of children with disabilities are selected and administered so as not to be discriminating.

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

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

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

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

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

Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not considered service animals for the purposes of this policy.
Work or Task – The work or tasks performed by a service animal must be directly related to the individual's disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify. Examples include assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; assisting an individual during a seizure; retrieving items such as medicine; helping persons with psychiatric and neurological disabilities by resenting or interrupting impulse or destructive behaviors.

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

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

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

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

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

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

Use of A Service Animal on School Property by Students and Employees
Introduction of a Service Animal - School administrators shall facilitate the introduction of an eligible service animal into the school environment.

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

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

Presence of a Service Animal on School Property - An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property:

1. A student or employee who elects to be accompanied by a service animal will be expected to be the handler for the animal and care for and supervise the animal. If a student is unable to provide adequate care and supervision, a handler will be responsible for providing such care and supervision.
2. If a student requires assistance from a handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in accordance with state law and any procedures established by the School.
3. The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student's disability, the animal must be under other sufficient means of control.
4. The service animal must be housebroken, under the control of its handler, healthy, and have received all necessary vaccinations as required by state law.

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

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

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

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

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

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

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

The handler must keep the Service Animal on a leash/lead when the animal is in a public area (i.e. classroom, library, common area, outdoors on campus, etc.), unless the Service Animal is required to perform a task that it could not accomplish while on a leash/lead or the handler is otherwise unable to maintain the animal on a leash/lead due to a disability; in such cases, the handler still must be able to maintain control over the animal.

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

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

Liability
The School shall hold the owner and/or the handler of a service animal or both liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or the

handler, or both, shall be liable for personal injury caused by the animal or related to the presence of the animal on school property. The school requires the handler and owner to expressly accept liability in such circumstances.

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

1. The animal is out of control, and/or the animal's handler does not effectively control the animal's behavior;
2. The animal is not housebroken, or the animal's presence or behavior fundamentally interferes with the functions of the School;
3. The animal's presence would "fundamentally alter" the nature of the service, program, or activity; or
4. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications, including those set forth above related to health.

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

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

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

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

Staff Evaluation
A staff evaluation is an official document used to keep record of employee performance. It plays a key role in improving employee performance. All instructional staff members will be evaluated by the Executive Director/designee according to state recommendations in the North Carolina Educator Effectiveness System (NCEES). All non-instructional staff will be evaluated

at a minimum of once per year. The purpose of the evaluation is to provide objective feedback to employees and help them focus on their areas for personal and professional growth. A copy of the report of the evaluation shall be made available to the person being evaluated, and a copy will be filed in the employee's personnel file and/or archived in NCEES. Results from evaluations do not create an expectation with respect to continued employment.

Executive Director Evaluation
The Governance Committee, or Designee, shall conduct an annual evaluation of the Executive Director. Such evaluation shall be based upon the written job description, success in achieving the set outcomes of the charter, as well as implementing the tenets of the charter. The evaluation timeframe will be a formative mid-year report (by January) and a final report to the Board completed by June of each academic year. The purpose of this evaluation is to provide objective feedback to the Executive Director and help him/her focus on areas for personal and professional growth. A copy of the report of the evaluation shall be given to the person being evaluated, and a copy will be filed in the employee's personnel file. Results from evaluations do not create an expectation with respect to continued employment.

Employee Contracts
Contracts are issued after approval by the Board based on the Executive Director's recommendations. Contracts may be renewable, subject to mutual agreement between the staff member and the Executive Director. The contracted months of employment for each position is approved by the Board.

Pay Schedule
Salaries are paid monthly in 12 equal payments, regardless of length of contract. Employees hired after the start date for his/her respective position will receive a salary that is prorated based upon the start date. Non-exempt employees must turn in their time sheets to their supervisor by the designated date. The preferred method for payment is direct deposit into the financial institution accounts of your choice. The pay schedule is determined by the ESA finance committee annually.

Hours of Operation
Employee start and stop times will be determined based upon the start and stop time of the student schedule. Staff should check with their respective Dean if specific times are needed. All staff may be assigned duties before and/or after school, in addition to attendance at required meetings.

Holidays
Annual holidays are designated and published on the school calendar for each academic year. Employees will be paid for the listed holidays, even though they do not report to work. Staff who are on a leave of absence when a holiday occurs are not eligible for holiday pay.

Paid Time Off (PTO)
All full-time staff will be allotted 1 leave day (8 hours) of PTO per month of employment, with one half of the total annual PTO allocated at the beginning of the annual contract, and the other half allocated at the start of the second semester. PTO will be prorated based on the start date for

the position relative to the start date of the employee. Similarly, if an employee separates from Envision Science Academy Page 17 of 44 Employee Handbook employment prior to the contracted end date, the balance of PTO days will be deducted to match the number of months employed. If an employee has used more PTO days than they have accrued, the employee must reimburse the school by the number of unaccrued PTO days taken. PTO will be cumulative up to 30 days (240 hours). Employees with accumulated PTO may contribute time to another employee at their discretion, in four-hour increments, once the intended recipient has exhausted all of their available PTO. If all PTO is exhausted, then an employee may use their allocated Personal Leave Days (unpaid time off). Additional PTO will be allotted to employees at the beginning of the annual contract, following the chart below:

Years of Employment at ESA	Number of Days Annually
0 to 5	0
6 to 15	3
16+	6

Separation from employment - Upon separation of employment for any reason except for termination, accumulated PTO will be paid out at a rate of $100 per day up to a maximum of 30 days.

Cashing out PTO - Staff may request to be paid for unused leave days at a rate of $100.00 per day. A maximum of 6 days can be redeemed at the end of December and June for a possible total of 12 days redeemed. The request must be submitted by the 1st of the month and approved by the Executive Director. These funds will be included in the December and June pay checks respectively. Note: In order to redeem these days in December, the employee must have a minimum of 8 leave days at the time of the request. In order to redeem days in June, the employee must have a minimum of 6 full leave days at the time of the request. Employees who would on June 30 carry over greater than 30 days of PTO will have a forced cash out for any days exceeding 30.

Vacation Days

Vacation days will be indicated in the school's annual calendar and are not cumulative. Vacation days will not be paid out upon separation of employment for any reason.

Additionally, all 12-month employees will receive 5 days of paid vacation which can only be taken between the last teacher workday of the school year and the first required working day of the next school year. This time is not cumulative and is independent of the number of years of experience the employee has earned with Envision Science Academy. If employment is terminated by either party (Envision Science Academy or the employee) prior to the last teacher workday of the school year, the employee will not be entitled to the 5 days of paid vacation. If vacation days are taken at the beginning of the 12-month contract term, and employment is terminated prior to the last teacher workday of the school year, the employee must reimburse the school by the number of unaccrued vacation days taken.

Personal Days (Unpaid Time Off)
Each full-time employee will be allotted personal leave days, earned at the rate of 0.2 days per month for a total not to exceed 2.0 days per year, allocated at the beginning of the annual contract. Personal leave days may be taken at any time during the school year. Personal leave days are non-paid days, i.e., if an employee takes a personal leave day, he/she will have an Envision Science Academy Page 18 of 44 Employee Handbook amount equal to one day of pay deducted from their salary for each personal day taken. Personal leave days are not cumulative.

Special Circumstances Regarding PTO, Vacation, and Personal Days
Any deviations from the PTO, Vacation, and Personal Days policies will be at the discretion of the Executive Director/designee and will require a face-to-face meeting with the employee. If the employee exceeds his/her entire PTO and personal leave, it may result in an attendance action plan and/or termination. The Board of Directors will review the policies annually with the goal of enhancing the policies for the benefit of employees as the finances of the school allows.

Additional Restrictions on use of PTO, Vacation and Personal Days
PTO, vacation, and personal day requests must be submitted for approval. Approval is at the discretion of the Executive Director/designee. A request is not an approval. Staff are strongly discouraged from making plans prior to receiving approval for requested leave or Paid Time Off. PTO may not be used for any of the following instances unless the request is approved by the Executive Director or designee:

1. On the first day the employee is required to report for the school year;
2. During the first 15 school days;
3. On required teacher workdays;
4. On days scheduled for state testing;
5. On the day before or the day after a holiday;
6. School breaks or other closures; or
7. During the last 15 school days of the school year.

Transfer of Leave
Any leave from another organization shall not transfer to ESA.

Leave of Absence
ESA recognizes that its employees may have personal situations that require them to be absent from work. In such instances, the school may, upon the employee's request and with a complete explanation, grant reasonable time off or a formal leave of absence, in accordance with this policy, for justifiable reasons. Time spent on leave of absence is not considered as time worked for the purposes of overtime compensation. Please discuss with your supervisor any need for a leave of absence.

Family and Medical Leave
The Family and Medical Leave Act (FMLA) typically applies to companies with more than 50 employees. The school will follow the spirit of the FMLA and use it to guide its policies. The Family and Medical Leave Act provides that eligible employees may take up to 12 weeks of unpaid leave in a 12-month period for one or a combination of the following reasons:

1. The birth and/or care of a newborn child of the employee (leave must be taken within 12 months of the child's birth).
2. The placement of a child with the employee through adoption or foster care (leave must be taken within 12 months of the child's placement).
3. In order to care for the employee's spouse, child or parent who has a serious health condition.
4. A serious health condition, which renders the employee unable to perform the essential functions of his or her position.

Employees are eligible for FMLA leave if they:

1. have been employed by the school for at least 12 months (these months do not have to be consecutive);
2. have worked at least 1250 hours in the 12-month period immediately preceding the leave; and
3. are employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.

FMLA will run concurrent to all paid and unpaid leaves of absence as allowed by law. This includes short-term disability and paid time off.

An eligible employee must apply for a FMLA leave in writing at least 30 days before the leave is to commence or as soon as possible if providing a 30-day notice is not possible. Appropriate forms must be submitted to your supervisor to initiate a FMLA leave and to return the employee to active status following such a leave. An employee requesting FMLA leave must provide the school with appropriate medical or other certification of the reason for the leave of absence. Failure to properly request leave or provide certification may result in a delay or denial of leave.

If a FMLA leave is taken because of a serious health condition, the leave may be taken intermittently or on a reduced leave schedule if such leave is medically necessary. If a FMLA leave is taken because of the birth or placement of a child, intermittent leave or a reduced leave schedule is not permitted unless approved by the school.

During leave, an employee will not accrue benefits. Employment benefits accrued by an employee prior to the time a FMLA leave begins will not be forfeited.

During FMLA leave, an employee with medical benefits coverage will remain entitled to such coverage. However, the employee must continue to contribute his or her share, if any, of the premium of such coverage. Failure of an employee to pay his or her share of such premium in a timely fashion may result in a loss of coverage. If an employee does not return to work after the expiration of a FMLA leave, the employee will be required to reimburse the school for any premiums paid on his or her behalf during the leave of absence.

In general, an employee who returns to work from a FMLA leave of no longer than 12 weeks in duration is entitled to be reinstated, without a reduction in pay or benefits, to the same or an equivalent position with the school. An employee who fails to return to work following a FMLA

leave may forfeit reinstatement and/or be terminated.

Maternity/Paternity Leave Policy

In accordance with NC General Statute, the following paid parental leave policy has been adopted by the Envision Science Academy Board of Directors for full time and part time employees.

The leave entitlement extends to a full-time employee who becomes a parent to a child. The period of minimum service before an employee becomes eligible for parental leave is 30 days. The maximum number of uses of paid parental leave within a 12-month period is one time. Paid parental leave may be taken on either a continuous or intermittent basis as requested by the employee.

Amount of leave:

1. For a parent who gives birth to a child, up to eight weeks of paid parental leave consisting of:
    a. Four weeks for physical and mental recuperation; and
    b. Four weeks for bonding with the child.
2. For any other qualifying event, up to four weeks of paid parental leave for bonding with the child.

Leave will be provided in the event of miscarriage after the first trimester or the death of a child during birth at 50% of the above guidelines. If a child dies after a completed birth, an otherwise eligible employee shall be entitled to the same amount of leave to which the employee would otherwise be entitled. If an eligible employee gives birth to a child and places the child up for adoption or into foster care, or otherwise places the child with another person to serve as the child's parent, the employee shall be entitled to up to four weeks for leave for physical and mental recuperation from the time of the child's birth. In such cases, neither a birthing parent nor a non-birthing parent shall be entitled to additional leave for bonding with the child.

The parental leave is available to "public school employees" without exhaustion of the employee's sick and vacation leave and is in addition to other leave authorized by State or federal law. The State Human Resources Commission has interpreted this to mean that the use of paid parental leave will run concurrently with use of leave provided under the federal Family and Medical Leave Act, provided the PSU (Public Service Unit) gives the required notice.

In addition to the new paid parental leave entitlement, school employees may use up to 30 days of annual leave, personal leave, or leave without pay to care for a newborn child or for a child placed for adoption or foster care. The use of sick leave for childcare must be consecutive workdays during the first 12 months after the birth or placement of the child unless the school employee and the local board of education agree otherwise.

Unused paid parental leave is forfeited 12 months from the date of the qualifying event.

Workplace Injury Leave
Employees who sustain an injury while performing their duties are covered under the North Carolina Workers' Compensation Laws. Any work-related injury or illness must be reported to your supervisor immediately and an accident report will be completed. Where appropriate, the school will refer you to a physician for treatment. Any time required away from work due to an occupational injury or illness is determined by the treating physician. The physician will monitor your progress until you return for full duty.

Bereavement Leave
ESA recognizes that losing an immediate family member is traumatic and painful. ESA offers bereavement leave to help you through this difficult time. In the unfortunate event of a death in the immediate family, a leave of absence of up to 3 days with pay will be granted to full-time regular employees. These 3 days are to be taken consecutively within a reasonable time of the day of the death or day of the funeral.

For this purpose, immediate family is defined as:

- Spouse
- Child
- Step-child
- Parents (including in-laws)
- Step-parents
- Siblings
- Step-siblings
- Grandparents
- Grandchildren

Employees are encouraged to notify their supervisor of circumstances and time off needed as soon as possible. An employee may also submit a request for unpaid time off. Bereavement leave is paid at a straight time rate and does not count toward the 40-hour requirement for overtime pay. Employees on normal leave, holiday, leave of absence, or FMLA leave will not be eligible for bereavement leave pay. While the school will make every effort to exercise the greatest degree of understanding during these difficult times, it is also anticipated that the employee will also use his/her best judgment.

Military Leave
Employees who are members of the Armed Forces Reserve or National Guard will be granted fifteen (15) days of paid military leave per year to fulfill a military obligation. When an employee is required to meet for military training, the employee may be allowed to use paid military leave or other eligible paid leave. An employee has an obligation to make a concerted effort to arrange training that does not conflict with an assigned work schedule. Periods ineligible for paid military leave include (1) duties resulting from disciplinary actions imposed by military authorities and (2) inactive duty training performed for the convenience of the member. Employees should notify their supervisor and provide documentation of their obligation to report for military training as soon as they are aware of the obligation.

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.

Staff Travel Policy
At the School, we encourage our staff to enjoy their time off and travel with family and friends. With safety always a priority at School, we ask all staff members to consult with the State Department and CDC website prior to any travel.

In the event that a staff member travels to an international location with a CDC level 2 or 3 travel warning for any communicable disease, or to an area in the United States where a state of emergency has been declared related to any communicable disease the staff member must complete a Travel Disclosure Form at least 48 hours prior to their expected return/arrival to campus.

Staff members who have engaged in travel to a location with a Centers for Disease Control (CDC) level 2 or 3 travel warning for any communicable disease will be required to self-isolate for 14 days upon return from such travel or for such time as recommended by the CDC or state/local government entity. Self-isolate means:

- Remain at home
- Do not work unless the School determines that the staff member can telework.

- Do not come to work and attend other group gatherings such as:
    - social events
    - meetings

In addition, any staff member who has travelled to any region, including to any region in the United States where a state of emergency has been declared related to a communicable disease may be asked to self-isolate for up to 14 days upon return from such travel. And, any staff member who has interacted with anyone who has contracted or is suspected to have contracted such communicable disease may be asked to self-isolate for up to 14 days or for such time as recommended by the CDC or state/local government entity. The decision to require a staff member to self-isolate shall be made by the Executive Director in their sole discretion.

Finally, given the fluid and unpredictable nature of communicable diseases, in the event that the Executive Director determines that any other type of travel warrants staff member self-isolation upon return, the School in its sole discretion reserves the right to take such action. In such circumstances, the Executive Director will notify the impacted staff member as soon as possible of the self-isolation parameters.

If a staff member is required to self-isolate under this policy, and the School determines that they cannot telework during self-isolation, the staff member may use any unused personal and/or sick days they have remaining. In the event a staff member has exhausted all paid time off, the remaining time off will be unpaid.

If there is a conflict between this policy and another school policy, this policy shall control. The School is an inclusive community and does not discriminate on the basis of race, religion, ethnicity or any other classification protected by law. Nothing in this policy is intended to prevent a staff member from taking leave protected by any other law, including the Family and Medical Leave Act or the Americans with Disability Act (ADA) and Amendments.

Termination
Employment with Envision Science Academy (ESA) is voluntarily entered into, and an employee is free to resign at any time, with or without cause. Similarly, ESA may terminate the employment relationship at any time, with or without notice or cause, as long as there is no violation of applicable federal and state law.

Resignation
Notice of resignation should be submitted to the Executive Director or Board of Directors at least thirty (30) calendar days before the final working day. All resignations must be in writing and shall include the announcement of intent to resign and the date of the last day to be worked. Envision Science Academy requests that each employee participates in an exit interview with the Executive Director/designee prior to separation of employment. A copy of the resignation will be placed in the employee's personnel file. Any employee who resigns and then later returns to Envision Science Academy (ESA) will do so as a new employee. Salary, benefits, leaves, etc. will be determined by the position accepted and not by those granted during the period of previous employment. If a resignation results in the employee being overpaid, the employee shall reimburse Envision Science Academy for the amount overpaid.

Non-Renewal
There are no automatic rights to renewal of contracts for staff members. All employees are at-will employees and contracts may be terminated or non-renewed by either party, with or without cause.

Appeals
Employees may appeal any decision to terminate a contract before its expiration. Employees may also appeal any decision not to renew a contract when the employee contends it is an act of employment discrimination against any category described in ESA's Equal Employment Opportunity statement. Appeals should be made in writing to the Executive Director. The Executive Director shall forward the appeal to the Board of Directors for review. The Board of Directors will review the appeal no later than the next regularly scheduled Board meeting.

Expenses and Travel
If it is necessary for you to travel in support of school business, your supervisor should approve the expense in advance. The resulting expenses must be recorded in an expense report and approved by your supervisor. Employees traveling on school business are expected to book economy class fares and to exercise good judgment in their spending on meals and accommodation. In general, the least expensive itinerary should be selected that is consistent with a reasonable standard of comfort and convenience. Selection of ground travel – rental car versus taxi, etc. – should also reflect a preference for the most economical mode that is consistent with a reasonable level of convenience. If a personal vehicle is used for school business travel, the mileage and meal reimbursement rate will be based on the State rate.

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."

Please use the link found on the school website at:
https://www.esaeagles.com/resources/handbooks to access the full Title IX policy.

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 **Mr. DeVon Wall** as the Title IX Coordinator with overall responsibility for Title IX compliance. He can be reached at:

Mr.DeVon Wall
dwall@envisionscienceacademy.com
titleninecoordinator@envisionscienceacademy.com
590 Traditions Grande Blvd, 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 u 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.

Standards for Professionalism

We expect employees to dress and conduct themselves in a manner that is consistent with a productive workplace and the professional standards of their function. This expectation applies to any activity in which an employee could be deemed to be representing ESA, before, during and after normal school hours. ESA desires that each employee takes sufficient care and pride in his/her appearance so as to exercise a mature discretion in maintaining a suitable professional appearance at all times. ESA's standards for professionalism extend beyond personal appearance. This includes the expectation that employees represent themselves professionally through their communication, organization, planning, follow-through, and dedication to creating a positive experience for students, parents and the community.

Dress Guidelines for Staff

Comfortable business casual dress is recommended for all staff. Clothing and shoes should be consistent with one's responsibilities (e.g. athletic wear for coaching). Whenever you are on campus, you are representing Envision Science Academy and may encounter prospective families touring the school. These guidelines apply whenever the school is open for students.

Staff in violation of the dress guidelines will be asked to correct the violation. Interpretation of the dress guidelines shall be determined by the administration but would be consistently applied to all employees.

- Clothing should be neat, clean, wrinkle-free, modest and appropriately-sized (not baggy or too tight). Note: thin knit dresses and skirts are not appropriate for professional dress.
- Clothing should be free from holes, tears, and excessive fading.
- All dresses, skirts, and the tops of slits in skirts, should be at an appropriate, professional length.
- Women's tops, necklines, and waistlines should match professional dress standards.
- Dress or Casual shoes are appropriate. Unsafe shoes such as Crocs, flip flops, or excessively high heels should be avoided.
- Makeup and jewelry should be conventional.
- Body piercings and tattoos should not be distracting. Jewelry of any type that is considered to be distracting by the administration must be removed. Tattoos that the administration consider to be inappropriate must be covered.
- Hats, caps, bandanas, or other headwear should not be worn inside unless for documented reasons.
- Hairstyles, including facial hair, should be professional, clean, neat, and, in general, not pose a distraction.
- T-shirts, jeans, and shorts are prohibited, unless appropriate in relation to context (e.g. spirit day, outdoor field trip, PE, etc.). School or educational related clothing may be permitted at the discretion of school administration.

Guidelines for Conduct
ESA expects all employees to behave ethically and responsibly.

Actions that are in violation of school policy include, but are not limited to, the following:

1. Falsifying school records.
2. Inappropriate or indecent conduct on school property, while at school functions, or while representing the school. This includes harassment or intimidation.
3. Stealing school property, government property, or the property of any employee.
4. Willful damage to school property or the property of other employees or students, or willful acts that may endanger or result in injury to others.
5. Reporting to work under the influence of alcohol or drugs; possession, sale or use of illegal drugs on school property.
6. Gross negligence in the performance of duties resulting in damage to school property or products, employee property, or student property, or injury to student, staff or other persons.
7. Possessing weapons or explosives on school property.
8. Use of abusive, intimidating or disrespectful language, including mean spirited jokes and comments (see harassment section).
9. Excessive absences or tardiness. Absences that exceed the employee's accrued number of leave days, not approved by the Executive Director/designee, are considered excessive and will require a face-to-face meeting with the employee. If the employee exceeds

his/her entire PTO and personal leave, it may result in an attendance action plan and/or termination.

10. Failure to report personal injury resulting from an on-the-job accident immediately after it occurs.
11. Conviction of a criminal offense that interferes with the individual's or the school's ability to work effectively.

Abuse and Molestation

This organization has zero tolerance for abuse and will not tolerate the mistreatment or abuse in its programs. Any mistreatment or abuse by an employee or volunteer will result in disciplinary action, up to and including termination of employment or volunteer service and cooperation with law enforcement.

One-on-one Interactions

Most abuse occurs when an adult is alone with a student, or when a student is alone with another student. Our organization aims to eliminate or reduce these situations and prohibits private one-on-one interactions unless approved in advance by the organization administration. If you observe suspicious one-on-one interactions between employees and students, you should report this to the Executive Director/designee immediately by emailing at titleninecoordinator@envisionscienceacademy.com or executivedirector@envisionscienceacademy.com or by calling 919-435-4002. You can also use the SSARS anonymous reporting system which is found on the student services page on our website.

One-on-one Prevention

One-on-one interactions may occur as part of this organization's programming under authorized circumstances.

The purpose of this policy is to ensure the organization clearly communicates expectations for employees and volunteers and gives examples of appropriate behavior when one-on-one interactions may occur. In those situations where one-on-one interactions are authorized, employees and volunteers should observe the following guidelines to limit the risk of abuse or false allegations of abuse:

- Meet in a public place where you are in full view of others.
- Avoid physical interactions during one-on-one meetings. If unavoidable, ensure physical and verbal interactions align with this organization's established policies and are limited to the task at hand.
- Staff should avoid being one-on-one with students in a closed room when possible. If this is required due to matters of sensitive nature, interactions should always take place in a room with an unobstructed window which is possible to be in the view of others.
- Inform other employees and volunteers that you are alone with a student and encourage them to randomly drop in or pass by the interaction.
- To the extent possible, ensure one-on-one interactions occurring behind closed doors are scheduled in advance or are communicated with the supervisor. Meetings requiring closed doors should always occur in rooms with unobstructed windows which are possible to be seen by others.

- Ensure one-one-one interactions are documented, especially if behind closed doors.
- Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.
- If a student requires assistance in the restroom, best practice is to have two adults present to ensure proper interaction.

Reporting
Because our organization is dedicated to maintaining zero tolerance for abuse, it is imperative that everyone, including students, actively participate in the protection of students. All ESA staff members are mandatory reporters. This means that if any staff observes any suspicious or inappropriate behaviors and/or policy violations on the part of other employees, volunteers, or other students, it is their personal responsibility to immediately report their observations to the Executive Director/designee and the appropriate authorities (child protective services, law enforcement, etc.). Remember, at our organization, the policies apply to everyone.

Bathroom Check Policy
Teachers should not send more than one child to the restroom at a time unless the whole class is taking a teacher supervised bathroom break.

Attendance
Each employee contributes on a daily basis to the success of our school. Therefore, employees are expected to be on the job unless there are reasonable circumstances that prohibit attendance. The school believes its staff is mature and professional enough to exercise good judgment to keep time to address personal matters during normal working hours within reason. Requests for occasional absences for such purposes must be made in advance to the employee's supervisor. If you will be late, or are unable to report to work, notify your supervisor a minimum of one hour prior to the start of your scheduled workday, unless circumstances prevent. Similarly, if you need to leave early, notify your supervisor as far in advance as possible, but no later than one hour prior to your departure, unless circumstances prevent.

Because attendance is imperative to meet the school's needs and objectives as well as the successful operation of our school, chronic absenteeism or failure to comply with this policy will result in disciplinary action up to and including termination. Failure to report to work or notify your supervisor for 3 consecutive school days will be considered voluntary resignation.

Employee Children at Work
On days when school is in session, employees are expected to devote their full attention to providing for the safety and educational needs of all Envision Science Academy students. On these days, employees are prohibited from bringing non-ESA enrolled students with them to work.

In situations in which an employee decides to bring their child/children to campus on professional development and/or teacher workdays, the child/children must be adequately supervised by their parent and not interfere with the professional working environment. This applies to before and after school and early release days as well. All staff should be aware that professional development days are often very intensive and require meetings and/or face-to-face

training that would make it difficult for staff to supervise young children. Children of employees who are high school aged or above may choose to take advantage of ESA's community service hour program. Staff should communicate with his/her respective dean to have his/her child(ren) participate in this program. In addition, if they meet all qualifications, children of staff may become approved volunteers. Envision Science Academy will assume no liability in the event of accident or injury for any child/children brought to school by employees on workdays regardless of the child/children's enrollment status.

Disciplinary Action
Formal disciplinary counseling will include your written commitment to an action plan for improving performance. Generally, disciplinary action will occur in a progressive sequence:

1. Initial warning.
2. Formal warning and performance improvement plan.
3. Final warning and performance improvement plan.
4. Discharge.

However, it is not necessary for all four steps to be followed. A warning may be issued at any step depending on the seriousness of the offense. Also, offenses do not have to be of the same nature to constitute a violation serious enough to move on to the next step of the sequence.

Conflict of Interest
ESA believes honesty and integrity are fundamental core values in all its areas of activity. As part of the school's commitment to ensure the integrity of its work, the alignment of that work with its mission and objectives, and compliance with external expectations and obligations, it is important that there is a clear policy establishing how we identify and address conflicts of interest that might otherwise jeopardize these important criteria. Employees are permitted to work for a charity or community service organization without expressed or written permission.

The school recognizes a formal obligation to identify when a significant conflict of interest may exist between a vendor, partner, or collaborator and any member of the Board of Directors (and their immediate family members) or school administration. Therefore, the school will routinely confirm whether such interests exist prior to undertaking such external relationships, and if so, document that interest and the procedures to be adopted for managing or eliminating the conflict. In the event that such an interest has failed to be disclosed, the school will reserve the right to review and revise the agreement(s) governing the relationship, including the right to terminate the agreement(s).

Conflict of Interest Review: Two members of the Board (preferably, the financial and legal members) will be designated as the responsible school officers for ensuring all conflict of interest policies are properly implemented and modified as necessary over time. They will also be responsible for reviewing individual cases to determine whether a conflict of interest exists and how such a conflict of interest may be resolved. If a conflict arises concerning these two Board members, the other members of the Board will collectively resolve and mediate the conflict. Such resolution may include the following alternatives:

- Disclosure
- Modification of the proposed role or work to eliminate the area of conflict
- Divestiture of the interest that represents the conflict
- Regular review of work product by a designated school official or independent party

As far as is consistent with a recommended resolution, the school will attempt to keep personal financial information confidential.

Personal Tutoring Policy
To uphold ethical standards and prevent conflicts of interest, the school establishes the following policy regarding tutoring services provided by ESA staff members.

- Tutoring For Compensation - Staff may only provide private tutoring with compensation to a student that is not actively enrolled in their class. This may take place on or off campus, and only outside of school hours (7:30am-3:30pm).
- Non-ESA Student Tutoring - Private tutoring of any student not currently enrolled at ESA is not permitted on ESA campus, regardless of whether compensation is involved.
- Tutoring For No Compensation - Any ESA staff may provide private tutoring to any ESA student for no compensation, on or off campus.

Other Employment Outside of ESA
Employment at ESA must be considered your primary job. Staff who choose to have a second job, either part or full-time, must ensure that such employment does not conflict with their duties and responsibilities to ESA. This includes required extra-curricular activities such as faculty meetings, professional development, open houses, etc. Conflicts of interest based on this issue may result in disciplinary action, up to and including termination.

Facilities Care and Safety
Envision Science Academy made a significant investment in the construction of our school campus for the continuous pursuit of our mission. It is the goal and responsibility of all users to maintain this valuable asset. Care and safety guidelines include but are not limited to the following:

- Fire and safety codes and regulations must be strictly adhered to at all times.
- Proper care and safety should be exercised to protect the facility and all furniture, fixtures and equipment from loss and misuse, and the life of the aforementioned should be extended through proper maintenance programs.
- Alterations to existing facilities, or installation of equipment, signs, posters, or decorations on or about the school premises is prohibited without prior written approval.
- The facility will be opened, attended and closed by an authorized school employee.
- Keys, entry cards, and access codes must remain in the possession of authorized school employees at all times.
- Sticky Tack, Command strips, tape, and other damage-free temporary hanging adhesives may be used on the walls for hanging items. Staples, nails, tacks, screws, and other items that may create holes may not be used. If temporary adhesives are not sufficient,

permission must first be obtained from the appropriate Dean and a custodian must be contacted to complete the requested work.

- Bulletin boards may be used in the hallways to hang student work.
- Painting the walls, windows, doors, floors or ceilings is not permitted without permission from administration.
- The only acceptable appliance in the classroom is a micro-fridge. Other appliances, such as a microwave, coffee maker, etc., are not allowed in the classroom without permission from administration.
- Hallways are to be free of backpacks, lunch boxes, clothing, and other items that may be unsightly and present a tripping hazard.
- No items are to be stored under the stairwells, unless the area is designated as storage.
- The windows on the classroom doors are not to be covered.

Smoking, Alcohol and Drug-Free Workplace

As part of our commitment to provide a safe workplace for our employees and students and to promote a smoke, vape, alcohol and drug-free community. ESA has established this policy on the use or abuse by employees of alcohol, drugs or other psychoactive substances. Envision Science Academy is a tobacco/vape/smoke free and other related substances and activities are prohibited on school grounds. Being under the influence and/or the possession of, the use, transfer, sale, manufacture or distribution of illegal substances or alcoholic beverages on school property during working hours, or while representing the school, are violations of school policy. In addition, any employee convicted under a drug statute for a violation occurring in or outside the workplace must notify his/her supervisor no later than five (5) days after such violation. Disciplinary action will be taken for drug-related activities, regardless of whether they happen during working hours or on an employee's own time. ESA reserves the right to randomly test for drugs and alcohol at any time.

We recognize that employees suffering from alcohol or drug dependence can be treated. We encourage any employee to seek professional care and counseling prior to any violation of this policy. Violation of this workplace policy will result in corrective action up to and including termination from the school.

Weapons in the Workplace

Except where permitted by law, ESA strictly prohibits weapons of any type on school property or at any school sponsored event. This includes visible and concealed weapons even if the owner has obtained the necessary permits. Violation of this policy will subject the employee to disciplinary action up to and including termination from the school.

Open Communications

We have an earnest desire for ESA to be a successful school, and at the same time, to provide an exciting and rewarding career for everyone. To achieve this, we must maintain a strong foundation of open dialogue and communication. It is core to the ESA culture. All employees should stay aware of changes in objectives, procedures, policies, general information, and need to communicate ideas, suggestions, personal goals or problems as they affect the workplace to the appropriate person(s).

Personal Cell Phones and Emails
We rely on the maturity and judgment of our staff to minimize time spent on personal matters while at work. Let your supervisor know if you have a personal situation that will require an unusual amount of attention. ESA will not pay for personal long-distance calls. It is prohibited for teachers and other staff to use personal cell phones during instructional time, required meetings, or designated duty assignments. If an employee has a special circumstance that they feel requires use of the cell phone during this time, they should inform the supervisor in advance.

School Issued Computers and the Safeguard of School Information
School issued computers/devices, an internet connection, and electronic mail access are provided as tools to enhance effectiveness on the job. Electronic mail may include email, voice mail, text messaging, instant messaging, and other forms of electronic communication.

While the primary purpose of these tools should be school related, we allow software that is not purchased by ESA to be installed with permission from administration and the technology coordinator. This includes educational gaming, audio, and video software, as well as other programs that are not directly related to ESA purposes. The school reserves the right to remove, or ask the employee to remove, any software. The school expects the employee to act responsibly and to avoid loading any software or application that jeopardizes the integrity of the school or the information systems.

Employees should be aware that the school will not subsidize any ventures such as side businesses, religious or political causes through the use of ESA computers or the electronic mail system.

The electronic mail system is school property. All messages composed, sent, or received on the electronic mail system are and remain the property of ESA. They are not the private property of any employee. The confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. Further, the use of passwords for security does not guarantee confidentiality. All passwords should be kept confidential but must be disclosed to the school upon request.

The electronic mail system is not to be used to create any offensive or disruptive messages. Among those which are considered offensive are any messages which contain sexual implication, racial slurs, gender-specific offensive comments, or any other comment that offensively addresses someone's age, sexual orientation, religious or political beliefs, national origin, race or disability. Likewise, software or applications loaded by the employee should not lead to offensive or inappropriate behavior.
The electronic mail system is not to be used to send (upload) or receive (download) copyrighted materials, proprietary information, or similar materials without prior and appropriate authorization. The electronic mail system is not to be used to solicit non-ESA business from students, parents/guardians, or any other community stakeholders. Stakeholder email addresses and other contact information may never be provided to anyone (beyond ESA Board or staff) without the permission of school administrators or Directors.

ESA reserves and may exercise the right to review, audit, intercept, access, and disclose all messages created, received or sent over the electronic mail system for any purpose. The contents of electronic communication properly obtained for legitimate business purposes may be disclosed within the school without the permission of the employee.
Notwithstanding the school's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any electronic mail messages that are not sent to them. Similarly, employees should not attempt to access a file or retrieve stored information unless authorized to do so by their supervisor. Any exception to this policy must receive prior approval by the mailbox owner or his/her supervisor.

Any employee who discovers a violation of this policy should notify his or her supervisor. Violations of this policy are grounds for disciplinary action including termination.

Media Relations Policy
ESA is committed to providing the media with accurate information. To avoid discrepancies, specific guidelines should be followed when a media inquiry is received. All media inquiries regarding ESA and its operation must be immediately referred to the Executive Director who is authorized to make or approve public statements regarding school business. Unless specifically designated by this person, you are not authorized to make those statements. If you wish to write or publish an article, paper, or other publication on behalf of ESA, you must first obtain approval from the Executive Director.

ESA will generally provide a response to media inquiries within 24 hours. Should the response require a detailed technical explanation, a spokesperson will be designated to address the issue. The spokesperson will be chosen carefully, based on their area(s) of expertise.
Media inquiries include, but are not limited to, the following:

- Press releases
- Advertisements
- Requests for interviews
- Information on:
    - Management changes
    - Financial data
    - Working conditions
    - Wages

Confidentiality
Employees are not permitted to communicate confidential school, employee or student related information with any third-party person, including attorneys, medical professionals, or law enforcement, without a duly executed subpoena or the express written permission of the Executive Director. This includes sharing any confidential information from the school, board, employee, or student with other employees or persons who are not authorized or entitled to receive such information. Any employee that receives a request for information or receives a subpoena for such, should not reply and should immediately notify the Executive Director so that the school can contact legal representation if necessary. Exception - In the event of a medical or

law enforcement-related emergency, information vital to the safety and security of an individual or the school may be communicated as needed.

Additionally, employees are not permitted to assist with, become involved in or take sides in any custody matter involving students or staff. This means that employees are prohibited from speaking with, communicating with or providing any information to any parent, attorney or representative in a custody matter without express written permission from the Executive Director. The only time an employee may participate in a custody matter is pursuant to a duly served subpoena specifically directed towards the individual employee and only where the Executive Director has expressly authorized the employee to participate. If an employee is asked to provide information, whether by phone, electronically or otherwise, to a parent or their representative/legal counsel, the employee shall not respond to such requests and shall immediately notify the Executive Director. If an employee receives a subpoena related to a custody matter, the employee shall immediately notify the Executive Director. Any employee who violates this policy will be subject to discipline up to and including termination.

Social Media and Digital Communication Guidelines

Social media can play a powerful role in communicating and engaging with parents, staff, and members of the community. Appropriate behavior on social media by ESA employees will help guide our students to become good digital citizens as well as preventing any mishaps or misunderstandings that could affect ESA and its employees personally and/or professionally.

In these guidelines, the term "social media" describes online technologies and platforms that allow individuals to share information, experiences, opinions, and perspectives with others. Examples include, but are not limited to, TikTok, Facebook, X (formerly known as Twitter), Instagram, Pinterest, and YouTube.

All communications with ESA families and students should be conducted through ESA-provided accounts, such as your ESA e-mail account or on Google Classroom. For example, you should *never text a student or parent* on your personal telephone or computer. ESA has a separate policy that addresses use of ESA-provided devices and technology (such as your ESA e-mail address), but note that these guidelines also apply to the use of ESA-provided technology and devices.

The values, confidentiality, and professionalism that ESA employees are expected to embrace each day at school also apply to online behavior. You should bring your "best self" to social media just as you do in your classroom or office at ESA.

ESA's expectations for staff use of social media are based on three simple principles that should help you to make smart choices and to feel confident about your online interactions:

- **Protect Our Students -** ESA has the same legal obligation to protect student privacy online as it does offline. ***Staff should not share any information about ESA students (including pictures) in personal social media posts.***

When communicating through ESA e-mail (or other ESA platforms such as Google Classroom), staff still must be careful not to disclose specific student information to anyone other than the student's parents or legal guardian. Federal law permits the disclosure of certain "directory information" about a student without parental consent, and ESA follows the legal process to allow parents the opportunity to "opt out" of such disclosure. Accordingly, even when using your ESA account, you should check on which of your students' families have opted out of directory information disclosure. And, you should always check with the student and his/her family first before featuring the student on an ESA social media account. If either object, then don't post. Finally, please avoid inadvertently disclosing personal information that would identify him/her as being enrolled in special education or any other program that a parent might wish to keep private.

A good rule of thumb for the use of ESA accounts: Never share information about students online that would not be appropriate to share in a classroom or other setting at ESA.

Do not "friend," "follow," or interact in any way with students using your personal social media accounts. Staff should not text with ESA students or parents. Staff should never provide students or parents their personal telephone numbers, especially cell phone numbers.

- **Be Professional -** Maintaining a professional relationship with students and parents is another reason to limit communication with them to ESA-sponsored methods.

  In addition to your actions remaining professional, it is best to keep your tone professional in your social media activity as well. Remaining positive and refusing to get caught up in negative or critical conversations are two ways to maintain a professional presence. If a parent or student tries to engage with you on social media, and the inquiry merits a response, then re-direct the conversation by moving it to an ESA platform.

  ESA business is to be conducted on ESA platforms, not on personal social media. That includes matters related to a staff member's employment situation. If you have a concern relating to your employment, you should raise that with your direct supervisor rather than airing your complaints on social media.

  Identifying yourself on social media as an ESA employee associates you with the school, your colleagues, and your school community. Even if you do not identify yourself as an ESA staff member, it is easy for someone else to make that connection. Accordingly, you should be use caution when posting any comment and/or images that may reflect negatively on your professional image. Your on-line behavior must reflect the same standards of professionalism, respect, and integrity as your face-to-face communications - even if others on the internet do not do the same.
- **Use Common Sense -** What you say or show on social platforms becomes part of your digital footprint. Once you hit "send" or "post," there is no way to take it back. Although your posts may intend no harm, the wrong one can put you in the center of controversy.

As an ESA employee, your posts reflect not only upon you, but also upon the school and your colleagues. The content of your posts should not impair your capacity to maintain the respect of, or working relationships with, students, parents, or ESA staff, or impair your ability to effectively perform your job.

Failure to follow these guidelines may be cause for disciplinary action, up to and including dismissal from your position at ESA.

Using common sense, such as reading something out loud before posting, is mandatory. As examples of areas to avoid, you should not post content that is obscene, defamatory, discriminatory, harassing, vulgar, or that advocates the commission of a criminal act, that violates ESA policy, or that reasonably may lead to material interference with the school's operations.

Before posting, ask yourself if you would want your significant other, grandparent, or the Executive Director to see it. If not, don't post it.
Commenting on matters of public concern is well within your rights as a citizen. Discussion of issues relating to your job at ESA should take place with your direct supervisor or the Executive Director as appropriate -- not on social media.

These guidelines provide only general guidance and do not cover every potential social media situation. ESA employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information, information that violates the privacy or other rights of a third-party, or the content of anything they post on any social media platform. This guidance is intended to supplement, not supersede, existing law, and ESA policies. All existing laws, and ESA policies that cover employee conduct may be applicable in the social media environment.

Supervisors should consult with the Executive Director and/or ESA's legal counsel before taking employment action based on an employee's personal speech.

Change in Status
Should you change your address, phone number, email address, dependent status, etc., it is important that you notify the school's data manager as soon as possible.

Security and Visitors
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 with audio are used on the campus and inside the school building. They provide an extra layer of protection for all persons on campus. Entrances will be posted with signs reminding visitors to sign in/out and that no weapons are allowed on campus. All visitors (including volunteers) to the campus 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 or potentially asked to leave campus. A log of visitors will be maintained in the main office. Visitors must sign out and return the identification badge before leaving campus. Students are not allowed to leave

campus unless they have been signed out by an authorized person. All volunteers and staff will be required to submit to a criminal background check.

Fire/Tornado/Crisis Drills

For fire drills, please make sure students line up and leave the room quickly and quietly. There should be no talking. Students will exit their classroom and follow the route shown on the emergency exit plan posted by the door of the classroom which guides them to the closest exit. Teachers should make certain to turn off the lights, close their doors, and take their emergency bag which must contain a copy of the class rosters. When students are lined up outside, teachers should take roll, complete the "Emergency Event/Drill Teacher Report Form", and submit it to the administration/designees. The forms will be reviewed to ensure all students are accounted for. Teachers must wait for the "all clear" before returning their students to the classroom. Based on code regulations, there will be a minimum of one fire drill per month.

There will be a minimum of one tornado drill during the school year. All students and staff should move into the hallways or other designated areas to avoid the windows in the classroom. Teachers should refer to the school's tornado and severe weather plan for specific information. Once all students are in place, teachers should take roll, complete the "Emergency Event/Drill Teacher Report Form", and submit it to the administration/designees.

The Crisis Management Team consisting of teachers and administrators will act in the event of a crisis. A crisis management plan will be developed, adopted, and maintained by the team to ensure effectiveness. The plan includes alerts, evacuation plans, security, communication procedures, etc. Crisis drills will be scheduled and conducted regularly by the team. Staff will be trained on safety and crisis plans and procedures, and they will train the students.

Weather Policy – Inclement Conditions

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." Emails will be sent to all staff members, and information may be posted on the school's website and official social media sites. Please note: Envision Science Academy does not follow Wake County Public School System for school delays and closings. In the event that school remains in session, employees are expected to use their best judgment in deciding whether to come to work. Staff may use Paid Time Off, use unpaid Personal Leave, or non-exempt employees may make up the day at a time agreeable with their supervisor.

Up to five (5) school days per year may be designated as remote learning days if the campus must be closed due to inclement weather or other causes. In the event of a full closure of school, beyond these five (5) days the school day will be rescheduled and all employees will be required to report to work. Non-exempt employees must make up time for remote learning days to avoid losing pay. Non-exempt employees may only make up missed hours on the same work day, with prior approval from his/her assigned supervisor, unless the building has a forced closure. Non-exempt employees may make up time for forced closures in the following ways, based upon administrative decision:

- Use leave days, if the employee has accrued leave
- Take the time without pay

- Make up time, hour for hour, during a week that the employee works less than 40 hours. For example, if school is closed on Monday, the employee can make up time by working extra on Tuesday through Saturday.
- Make up time, at the overtime rate, during a week that the employee is already working 40 hours. To make up a full day, the employee would work 6 hours (at overtime rate) to make up a regular 8-hour work day.

Any student days missed beyond the five (5) remote learning days will be made up. 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. The school will designate make up days in each semester.

Year-End Check Out

At the end of each school year, all staff will adhere to the check out procedures listed on the end of year check out sheet before leaving for the summer. Check out responsibilities include inventory of curriculum and other materials, completion of student grades, ordering supplies for the next year, and room preparation for the summer. Contact information for the summer should be left with the main office.

BOARD OF DIRECTORS

Number, Qualifications, and Election - Directors
The number of Directors constituting the Board of Directors shall be no less than five and no more than nine. A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. Election procedures to the board of directors are outlined as follows: nominations may be made by any Director; votes may be taken publicly by show of hands; nominees receiving the highest number of votes shall be deemed elected.

Term
Directors shall serve for a term of three years, or until their successors are elected. A Director will be removed by a majority vote of the Board of Directors at any meeting. Appointed or elected Directors shall serve no more than three consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns or is removed.

Duties
The Board of Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Directors shall stand in a fiduciary relation to the Corporation and shall discharge the duties of the respective positions in good faith, with the diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Resignation, Removal, and Vacancies
A Director may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the President or Secretary. Directors may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the board of directors by death, resignation, removal, disqualification, and/or for any other reason, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

Election, Term, and Duties - Officers
Officers of the Board of Directors shall include the President, Vice-President, Secretary, and Treasurer. The Board shall designate and fill other offices as needed. Any two offices except for the office of the President may be held by one person. No officer shall sign or execute any document in more than one capacity. The Board shall elect the officers from among its own members using the same procedure to elect a director. The officers shall serve for a term of one year during the fiscal year after their election, or until their successors are elected. Such election may be held at any meeting of the Board of Directors. The officers shall serve no more than three consecutive terms. All officers shall perform such other duties as may be assigned by the board and may be removed, with or without cause, by a majority vote of the Board.

President
The President shall be the principal person charged with supervising, organizing and managing the business of the Board. The President shall conduct and preside over Board meetings. He/she shall sign any deeds, mortgages, bonds, contracts, checks or other instruments which may be lawfully executed on behalf of the Board and school.

Vice-President
At the request of the President, or in absence of the president, the Vice-President shall perform all the duties of the President and when so acting shall have all the powers of and be subject to all the restrictions upon the President.

Secretary
The Secretary shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law. The Secretary shall be the custodian of statements, books, records, reports, certificates, and other documents of the Board. He/she shall sign such instruments as may require his/her signature. The secretary shall maintain a current record of all directors of the Board, showing their respective addresses, telephone numbers, email addresses, and any other means of contact, and such book shall be open for inspection as prescribed by law.

Treasurer
The Treasurer shall have primary responsibility of budget oversight as well as serve as chair of the audit committee. The Treasurer will render at least quarterly to the Board an account of all transactions and financial conditions of the Corporation. The Treasurer will be authorized to sign checks.

Emeritus
The Emeritus is a former Board Member. The Emeritus shall serve in an advisory role and provide continuity in experience, historical knowledge and board mentorship. A maximum of three (3) Emeritus members permitted on the board at any given time (including the Chair Emeritus). The Emeritus has all rights and privileges as a board member except for voting rights.

Chair Emeritus
The Chair Emeritus is a former Board President. The Chair Emeritus shall serve in an advisory role and provide continuity in experience, historical knowledge and board mentorship. There are no limitations on the terms of office for the Chair Emeritus. The Chair Emeritus has all rights and privileges as a board member except for voting rights.

Committee Chairs and Members
The Board shall appoint committees as needed. These committees shall function under direction from the Board of Directors. The Board shall nominate and elect the chair of each appointed committee. The committee chair shall nominate members for each committee, and membership on the committees shall not be restricted to the Directors of the Board. Committees shall meet and conduct business between Board meetings and make reports and recommendations at Board meetings. Each Director shall serve on at least one standing committee. The roles and

responsibilities of each committee shall be established and formally approved by the Board of Directors.

Recruitment
The recruitment stage takes place before nomination, election, or appointment to the board of Directors. In the recruitment stage, prospects receive an overview of Envision Science Academy's (ESA) mission, strategic plan, charter school contract, educational program, financial data, and other background information. This information may be provided by means of printed material mailed to the prospects as well as a face-to-face orientation session. The prospects also receive a list of expectations of Board members, including number of meetings, committee assignments, length of Board term, and an idea of the time commitment required. The prospects may also receive a list of current board members and other key volunteers, as well as a copy of ESA's bylaws and the last annual audit of the school.

New Member Orientation
New member orientation takes place after the nomination, election, and appointment of the candidate to the Board of Directors. After the new member has been brought onto the ESA Board, a Board orientation meeting should be scheduled immediately. The following is a proposed agenda for the Board orientation:

I. **Introductions**
   A. President
   B. Officers
   C. Committee Chairs and Members
   D. School Staff
   E. Guests
II. **School Overview**
   A. Mission
   B. Vision
   C. History
   D. Who We Serve and How
   E. Educational Program
III. **Board Participation**
   A. Roles and Responsibilities
   B. Meeting Attendance Requirements
   C. Committee Assignments and Charges
   D. Relation to Administrators/Staff
IV. **Document Review**
   A. Bylaws
   B. Charter Contract
   C. Past Meeting Minutes
   D. Audit Report
   E. Current Budget
   F. Current Financial Report
   G. Strategic Plan
   H. Annual Goals

I. Annual Calendar of Meetings/Events

V. **Closing**

A. Contact Information Update
B. Mentor/Mentee Pairing
C. Next Board Meeting

Early Service Training
During the first three months, training for new Board members will continue on a regular basis. Written and verbal background information and materials will continue to be provided to the new members in response to their interests and questions. The new members may be assigned Board Mentors to answer questions and help the new members become acquainted. The new members are expected to quickly become involved in their chosen committee assignments and continue orientation to the work of that specific committee. It is the shared responsibility of the President, committee chairs, and, when appropriate, the school administrators to make sure that the new members receive the support needed to become effective Board members.

Ongoing Board Training
Board training includes orientation, professional development, and support on an ongoing basis for new and existing board members. The purpose of ongoing board training is to provide:

- Information needed to be knowledgeable and effective
- Opportunities to share experiences and best practices
- Special leadership training to officers and committee chairs
- Seminars and workshops on emerging school issues and topics related to committee assignments and interests
- Access to articles and other resources on relevant topics
- New learning and fresh perspectives through committee rotations
- Opportunities to speak with parents/guardians, students, and volunteers to deepen understanding of school issues

Regular and Annual Meetings
Regular meetings, including annual board retreats, of the Board of Directors shall be held at least 10 times per year at such time and place as designated by the Board. The Board shall inform the public about the meetings using any feasible means of communication as permitted by law.

Special and Emergency Meetings
Special or emergency meetings of the Board of Directors may be called by the president or any two directors. The meetings shall be held at such time and place as designated by the Board. The Board shall inform the public about the meetings, as soon as practical under the circumstances, using any feasible means of communication as permitted by law.

Notice of Meetings
Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least seven days prior thereto. Notice of any special meeting of the Board of Directors shall be given at least two days prior thereto. All notices shall be delivered by any feasible means of communication as permitted by law. Directors shall be required to notify

the President of their inability to attend any meeting at least twenty-four hours prior to meeting time.

Quorum
The presence of the majority of the current Board of Directors having voting authority at a meeting shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present. Participation by means of a conference telephone shall be deemed presence in person at the meeting.

Voting
If a quorum is present when a vote is taken, the action of a majority of the Directors is the action of the Board of Directors. Voting by proxy is not permitted. If any Director abstains from voting on a particular motion before the board due to a conflict of interest, then the remainder of the Directors shall still constitute a quorum for that particular vote and a majority of those voting Directors shall be required to approve the motion.

Open Meetings Law
The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as describe in the North Carolina Open Meetings Law. The Board may elect to use Robert's Rules of Order as a guideline for conducting all meetings.

Compensation
Directors shall serve without compensation for their services to the Board, except pursuant to a contract or for travel and related expenses as may be authorized by the Board.

Third-Party Contracts
No third-party contracts (including those of the parent organization) shall be executed on behalf of the board unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Board to enter into a contract, such authority may be general or confined to specific transactions.

Loans
No loans shall be executed on behalf of the Board unless authorized by a majority vote of the Board of Directors. If the board authorizes an officer or agent of the board to enter into a loan, such authority may be general or confined to specific transactions.

Checks and Drafts
All checks, drafts, or other orders for the payment of money, issued in the name of the school or Board, shall be signed by two officers or agents of the Board and in such other manner as shall be determined by the Board of Directors.

Deposits
All funds of the Board not otherwise employed shall be deposited to the credit of the Board in such depository or depositories as shall be determined by the Board of Directors.

Gifts
The Board or any agent may accept on behalf of the Board any contribution, gift, bequest, or devise for the benefit or perpetuation of the educational purposes of the Board.

Audits
The Board shall retain an independent auditor approved by the North Carolina Local Government Commission to conduct an annual audit of the Board's finances. The Board shall adhere to the auditing and reporting procedures and requirements adopted by the North Carolina State Board of Education for Charter Schools.

Bond
At the direction of the Board, any officer or agent of the Board shall be bonded, and the Board shall pay the expense of procuring any such bond.

Director Liability
A Director shall be subject to the liabilities imposed by law upon the board of a non-profit corporation. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the Articles of Incorporation, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and based on generally accepted principles of sound accounting practice used by the President or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Fiscal Year
The fiscal year of the board shall commence on July 1 of each year and conclude on June 30 of each year.

Books and Records
The Board shall keep at its principal office (a) a copy of the Articles of Incorporation and the Bylaws as amended to date; (b) a record of its Directors, indicating their names, physical and email addresses, and telephone numbers, dates of election to the board and to office(s), if applicable; (c) a record of its committees and committee members, including the specific task for which each committee was formed and members' names, physical and email addresses and telephone numbers; (d) minutes of all board and committee meetings, indicating the time and place of such meetings, names of those present and the proceedings thereof; and (e) adequate and correct books and records, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses. Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents and to inspect the physical properties of the Board.

Indemnification
The Directors and officers of the board shall be indemnified by the Board to the fullest extent permissible under North Carolina law. The Board of Directors shall take all such action as may

be necessary and appropriate to authorize the Board to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

Criminal Background Check

A criminal background check including the North Carolina sex offender registry will be conducted of all Board members on an individual, random, ongoing, or rotating basis. Applicants are required to answer completely and accurately questions on their application with regard to previous criminal history. Failure to do so will subject the applicant to not being eligible to join the Board or to being dismissed from the Board. Applicants shall consent in writing to initial and ongoing criminal background checks and to providing fingerprints and other identifying information as requested by the board. To the extent permitted by law, failure to consent or provide relevant information will result in rejection of an applicant or separation from the board.

At a minimum, the following initial criminal background check will be conducted:

A. Statewide criminal background check inclusive of the North Carolina sex offender registry for applicants who have lived and worked within North Carolina for the five years before the date of application.
B. Federal and state background checks including sex offender registries for applicants who have lived or worked outside of North Carolina during the five years before the date of application.

The applicant will be rejected and the member will be separated from the Board if the criminal background check and supporting records reveal a "criminal history," defined as the conviction of a crime, whether a misdemeanor or felony, that indicates the applicant (1) poses a threat to the physical safety of Board members, students, staff, or others, or (2) has demonstrated that he/she does not have the integrity or honesty to fulfill his/her duties as a public school board member.

Conviction of a crime, as used in this policy, includes the entry of (1) a plea of guilty, nolo contendere, no contest or the equivalent; or (2) a verdict or finding of guilty in a court of law or military tribunal. The Board will consult with legal counsel or obtain a certified copy of an applicant's conviction notice prior to any final decision based on the criminal history. If the Board considers criminal history in making a decision adverse to an applicant, the Board will make written findings with regard to how the information was used.

If a criminal background check reveals that an applicant was charged with but not convicted of a crime, whether misdemeanor or felony, the Board may conduct a further investigation into the applicant's conduct and the circumstances surrounding the charge to determine the applicant's fitness for board membership. Applicants and members must notify the Board immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Applicants and members who have been charged or convicted with driving while impaired or driving with a revoked license must immediately notify the Board. Notice must be in writing, must include all pertinent facts, and must be delivered to the Board no later than the

next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the Board no later than the next business day following adjudication.

ESA shall not require candidates to disclose any expunged criminal records (arrests, charges, and/or convictions) and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. Information obtained through the implementation of this policy will be kept confidential as provided in the North Carolina General Statutes and regulations. These records shall be kept in a locked, secure place. Procedures for implementing this policy, including a list of individuals entitled to access criminal history information, may be developed and administered by the Board. If ESA conducts criminal background checks that are subject to the Fair Credit Reporting Act, it will provide applicants or members with all required notices and disclosures before conducting the check or taking adverse action against the applicant or member.

The Board has determined that a position on the Board, regardless of whether the position is executed in school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender will be accepted on the Board.

In addition, each contract executed by the Board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries.

Grievance

It is expected that any grievant with an issue should try to resolve the issue by using open communication with the other party and follow the appropriate communication protocol (i.e. with teacher, Dean, and Executive Director). If the grievant feels that their issue is still a concern after communicating with the appropriate staff in the chain of command and that the issue has risen to the level of a grievance, then the grievant may initiate the grievance procedures as described below.

1. *Definition of a grievance*: A grievance is defined as a formal written complaint by a grievant stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints.

2. *Time Limits*: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the Executive Director.

3. *The grievance process is as follows:*

Step 1: If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the grievant must submit a letter in writing (email accepted) stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. All efforts should be made to include any details about the event that may be helpful in the decision-making process. The

written letter should be submitted to the Executive Director of the School and to the President of the Board of Directors (BOD@envisionscienceacademy.com). If the Executive Director of the School is implicated in the grievance, the grievance should be submitted to the President of the Board of Directors.

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

For more specific information regarding grievances from parents/students and employees, see The Non-Title IX Discrimination, Harassment, and Bullying Complaint Process section in the Parent & Student Handbook and Employee Handbook.

Conflict of Interest

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31. A person shall not be disqualified from serving as a member of the charter school's Board of Directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law. Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the Purposes of this Policy

1. Interested Person - Any Director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
    a. An ownership or investment interest in any entity with which the School has a transaction or arrangement
    b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
    c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

Procedures

1. Duty to Disclose - In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors or members of a

committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest:
    a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
    b. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
    c. After exercising due diligence, the Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
    d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
4. Violations of the Conflicts of Interest Policy:
    a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
    b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Prohibited Activities

No part of the net earnings of the Board shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the Board shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. No

substantial part of the activities of the Board shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Board shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the Board shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distribution Upon Dissolution
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the board of directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Bylaw Amendments
The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting of the Board of Directors upon a majority vote of the Directors.

Policy Development
When a need is identified or a problem defined that necessitates a policy, any stakeholder can recommend the ESA Board of Directors either revisit or adopt a policy through proper channels of communication. Once a person or persons is appointed to coordinate the development, the process to develop a policy may include:

1. Data collection process:
    - Read policy documents or Recommendations from other groups on the same topic (i.e. stakeholder survey)
    - Secure Examples from colleagues and critical friends
    - Research topic, related material or legislation on the internet
    - Conduct a meeting with staff or other people with experience
    - Read industry related material
2. The appointed committee or team prepares a brief discussion paper that explains the nature of the issue or problem; summarizes the relevant research and suggests a number of policy options.
3. Initial discussion by the Board
4. Final policy drafted by appointed committee or team for review:
    - Focused on outcomes establish the boundaries in which the organization will operate
    - Ensure alignment to current policies and desired outcomes

    - Sensitive issues should be reviewed by legal counsel
    - The policy is evaluated and, if necessary, revised.
5. Notice provided for initial reading where public comments may be made:
    - Based upon the comments, revisions could be a result.
6. If recommended by Board of Directors, notice is provided for second reading where the policy is adopted by majority vote.
    - The new policy is printed and provided to each member of the Board and administrative team to keep the policy manual updated.
7. The policy is implemented consistently and fairly by processes and procedure developed by the operations team.

Implementation of the policy should be monitored as further adjustments may be needed. All governance and operations policies shall be reviewed annually.

Public Comments

The following are guidelines for public comments during a regular board meeting:

- Ten minutes will be allocated on the agenda for public input at each regular meeting. Additional time may be added at the discretion of the Board President.
- Public comment must occur in person or in written form to be read by the Board President.
- Parents should follow the proper channels (i.e. teacher, Dean, Executive Director and then Board) and bring specific issues to the school's Executive Director prior to bringing comments to the Board of Directors.
- Public comment is limited to no more than 2 minutes per person
- It is recommended that public comment be written out and provided to the Board following the two minutes to ensure the entire message is heard by the Board.

Making Public Comments in Person

- A sign-in sheet will be available at the board meeting. Those wishing to speak will be asked to sign in, providing their email address and phone number for response. The Board President will call on individuals based on the order participants have signed in.
- Persons submitting comment in writing will be signed in by the Board President.
- Each speaker will clearly state their full name.
- All public comment should be factual and should not include personally identifiable information of students, staff or board members in order to maintain confidentiality and privacy standards.
- All public comments will be taken under advisement by the Board but will not elicit an immediate written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published. A response will be provided to the stakeholder within 7 business days.

Submitting Written Public Comments

- The public may submit comments in written form to be read by the Board President and/or distributed at ESA board meetings during the public input session, if unable to present in person.

- All written comments must be submitted by email to BOD@envisionscienceacademy.com and received by 3:00 PM at least 2 business days prior to the scheduled meeting. Any written comments submitted after that time will be read and/or distributed at a later Board meeting.
- Written input must include the name, address, email address and phone number of the person submitting the comment.
- Specific issues about a particular student should only be addressed to the school's Executive Director/designee.

If anyone needs special assistance to participate in the public input session, every effort will be made to provide an appropriate accommodation. Persons requesting accommodations for public input are asked to do so no less than 3 business days' notice prior to the scheduled meeting.

OPERATIONS

Early Kindergarten Entry (EKE)
PURPOSE: To assure compliance with North Carolina law pertaining to early entrance to kindergarten according to G.S. 115C-364.

In the summer of 1997, the North Carolina General Assembly passed HB-1099, allowing early admission to kindergarten of a child who has reached his/her 4th birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. To be eligible for kindergarten admission, a child must be 5 years old by August 31st of the enrollment year. Any student seeking enrollment and has not reached his/her 5th birthday by August 31st will follow an Early Kindergarten Entry process. It is the responsibility of the parent(s)/guardian(s) to present valid and accurate supporting documentation to the school Executive Director/designee to justify early admission. The Executive Director/designee and an appointed education committee will conduct this process to grant final approval.

Factors for consideration of the Early Kindergarten Entry may include:

- Aptitude - A child who is precocious in academics, social development, and scores at the 98th percentile on a standardized individual test of intelligence such as the **Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson**, or any other comparable tests.

- Achievement - The child who functions from one to two years beyond his/her peers, scores at the 98th percentile on either reading or mathematics on a standardized test of achievement such as the **Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA)**, or any other comparable test.

- Performance - Evidence of behaviors in one or more areas: independent reading, problem solving skills, advanced vocabulary, and some writing fluency. Parent(s) will submit a portfolio of samples of the child's work. Examples include abilities in any of these areas: art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The Executive Director/designee may also require a teacher to complete an informal reading assessment of the child.

- Observable Student Behavior - Demonstration of social and developmental maturity, ability to follow verbal instructions, and functioning independently within a group or in a structured setting for a full school day. Parent(s) will provide two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child.

- Student Motivation/Interest - The Executive Director/designee shall conduct an informal interview with the child and a more structured interview with the parent(s) to determine if

the child displays a thirst for knowledge and seeks new and challenging learning situations.

Early Kindergarten Entry (EKE) Process and Timeline
If a child is 4 years of age on or before April 16th, you may submit a request for Early Kindergarten Entry. Packets to be completed by parent(s)/guardian(s) are available in April.

In determining eligibility, the Executive Director or designee and a committee of educational professionals will assist in making decisions about each individual child. Parent(s) desiring to refer a child for early admission to kindergarten will present to the Executive Director/designee the required information (early kindergarten entry packet) after April 16th, with a due date no later than June 1st. All testing must be administered after April 16th that follows the child's 4th birthday. All tests will be administered by a licensed psychologist or psychological associate of parent's choice and expense. The Executive Director/designee will act on all requests within three (3) weeks or sooner and deliver results to parents for final approval. If a student is admitted to the school between June 1st and July 31st, the early kindergarten entry packet will be due within fifteen (15) days of admissions.

Early Kindergarten Entry is determined on a case-by-case basis, following the timeline, procedures, and criteria below:

1. A test for aptitude and achievement can be performed by a licensed psychologist or psychological associate at the parent's expense after April 16th of application year.
2. Parent(s)/Guardian(s) will submit the completed packet to the Executive Director/designee for consideration.
   Deadline for submission is June 1st of the application year.

   Deliver to: Envision Science Academy
   Attn: Executive Director – Early Kindergarten Entry (EKE)
   590 Traditions Grande Blvd
   Wake Forest, NC 27587
3. A *minimum* of 10 days after receipt of the packet, an informal interview will be scheduled with the parent(s)/guardian(s), the child, and the Executive Director/designee to discuss the request.
4. If the Executive Director/designee and education committee finds merit in the request, an evaluation with the child will be conducted on the student's mental ability, social maturity, and physical development to ensure the child is consistently demonstrating readiness for kindergarten. An additional evaluation could be conducted during staggered kindergarten entry.
5. All information presented in the packet and during the meeting will be reviewed by the Executive Director/designee and education committee for recommendation within 2 weeks.
6. The Executive Director/designee will make a final decision and provide the results to the parent(s)/guardian(s) verbally and in writing. This document along with the acknowledgment consent form will be kept on file at the school. Parents will be given a copy for their records.

7. After final approval, an academic profile form will be kept in the child's folder for the Executive Director/designee or staff to track continual and advanced progress in the child's overall performance for the duration of kindergarten.

8. EKE Results of Student Observation:
    a. If following the interviews, Envision Science Academy determines that the student continues to be a candidate for Early Kindergarten Entry, then the Executive Director/designee will invite the child to attend kindergarten for a day. During this day, the child will be observed for social and emotional adjustment and will participate in academic assessments to further gauge his or her readiness for kindergarten.
        i. If Envision Science Academy determines that the observations and assessment data do not provide evidence that the student is a good candidate for Early Kindergarten Entry, then the Executive Director/designee will notify the parents that the child is not eligible for Early Kindergarten Entry.
        ii. If Envision Science Academy determines that the observations and assessment data do provide evidence that the student is a good candidate for Early Kindergarten Entry, then the Executive Director/designee will notify the parents that the child is eligible for conditional kindergarten enrollment for up to 90 calendar days.

9. EKE Request for Intervention Meeting (if needed):
    a. If at or before the 80th day of conditional enrollment the child does not appear to be well-adjusted to the school setting, the Executive Director/designee shall invite and meet with the parent or legal guardian to assist in the development of an intervention plan for the child.
    b. If those strategies are not successful, the Executive Director/designee will provide the parent at least 10 days' notice before exiting the child from school.

10. If not permitted to fully enroll during the conditional enrollment period, students must re-enter the lottery for admission for the Kindergarten year. Selection is not guaranteed.

Early Kindergarten Entry Required Documents
Parent(s)/guardian(s) will accurately and thoroughly complete and submit all documents listed below to ensure the EKE process is handled in a timely manner. Parents should contact the Executive Director/designee for any questions. Please submit completed packet to:

Envision Science Academy, Attn: Executive Director – Early Kindergarten Entry, 590 Traditions Grande Blvd. Wake Forest, NC 27587

Documents required include:

_____ Student Acknowledgement and Review Sheet - Parent consent to evaluate and provide student information.

_____Copy of Admissions Application - Includes verification of residence and birth certificate (school will provide)

_____ An academic performance portfolio demonstrating math, reading, writing, and language arts fundamentals (over the most recent 12 months). Art, music, and drama samples may also be included.

_____ Two letters of recommendations from preschool, childcare worker, pediatrician or anyone who can provide documentation of physical and social maturity that supports recommendation for kindergarten.

_____ Student Motivation/Interest and Observable Behavior- This will be assessed during the informal interview to gauge student's motivation and interest in learning and behavioral patterns for an appropriate environment.

_____ Student Testing - Psychological documentation administered **after April 16th ONLY. Earlier testing results will not be considered.**

A. **Aptitude Assessment** - Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Nonverbal Scale of Ability or Differential Abilities Scale, the Kaufman Assessment.
   - The most recent version to be administered.
   - Test administered by a licensed psychologist or licensed psychological associate.
   - Total test score at or above the 98th percentile.

B. **Achievement Assessment for Reading and Mathematics** - Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test.
   - The most recent version to be administered.
   - Test administered by a licensed psychologist or licensed psychological associate.
   - Total test score at or above the 98th percentile on math or reading.

Exceptional Children
The school will strive to provide programs, strategies and additional supports to Exceptional Children (EC) using various models – inclusion, regular education, resource, or self-contained settings. We will strive to comply with Federal and State regulations for serving EC students, which includes access to public education, use of assistive devices/services, access to the least restrictive environment, IEPs and related teams, ongoing evaluations, annual updates to the parent/guardian, placement in special programs, and adapted curricula. Envision will implement support systems and programs to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). Educational programs will be designed to meet the individualized unique learning needs of each child. Programs will be designed to provide access to the general curriculum and meet the grade-level standards established by the State. Although learning outcomes for exceptional children reflect the same learning targets as their peers', exceptional children may need certain accommodations to meet learning outcomes. Therefore, exceptional children may be provided additional educational opportunities, such as customized, advanced, and challenging instruction, highly qualified personnel, extended time and individualized instruction, tutoring, and small group instruction.

Child Find
It is the policy of Envision Science Academy that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.

Multi-Tiered System of Supports and Referral Process
Envision Science Academy staff regularly assesses the current achievement and performance of the students, designs school-based interventions, and assesses the effectiveness of interventions. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multi-disciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of pre-referral intervention activities.

What Parents Can Do If They Think Their Child May Qualify for Special Education
Parents who think their child is eligible for special education may request, at any time, that the school conduct a multi-disciplinary evaluation. Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulties controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multidisciplinary evaluation must be made in writing to the student's teacher(s), Exceptional Children's Director, Exceptional Children's teacher(s), Dean, Executive Director, or any Envision Science Academy faculty. If a parent makes an oral request for a multi-

disciplinary evaluation, the school shall provide the parent with assistance in putting their request in writing.

Evaluation
Whenever a student is referred for a multi-disciplinary team evaluation, Envision Science Academy must obtain written consent from a parent before the evaluation can be conducted. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and/or related services. Under IDEIA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assist in determining the content of the child's IEP. This process is conducted by a Multidisciplinary Team which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The multi-disciplinary team evaluation process must be conducted in accordance with specific timelines. The results of the multi-disciplinary evaluation are written in a report called an Evaluation Report. This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multidisciplinary Team determines that the student is eligible for special education and related services, then a detailed plan for supporting the student in his/her area(s) of need over the coming year is written. This plan is called an Individualized Education Plan or IEP and is written so that the child can be successful in school—and then later in life.

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.

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.

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.

Individualized Education Plan (IEP)

Comprehensive Exceptional Children Accountability System (CECAS), a means to manage and analyze EC data, will be used to automate the IEP process. Upon student eligibility, a written IEP will be executed immediately after parental consent. Annual IEP meetings will be held and may include, but not limited to, the student, parents, classroom teachers, EC teachers, and the SIT team. Parents and teachers will be provided a copy of the IEP, and updates will be communicated regularly. Reports will be reviewed on a regular basis to ensure that compliance is maintained. Envision will strive to arrange services for those students who qualify for

occupational therapy (OT), physical therapy (PT), speech therapy (ST), and special transportation.

Use of Federal Funding (IDEA PRC060 and PRC118)
Federal IDEA funds (PRC060) will be used by Envision Science Academy to provide funding for exceptional children teachers' salaries and benefits. Cost objectives are dependent on the objectives of the federal funding source. An individual who has a "single cost objective" has a position that is dedicated to a singular purpose in respect to a grant's objectives.

Teachers paid with IDEA (PRC060) funds will complete Time and Effort Reporting, in the form of a Semi-Annual Certification or a Personnel Activity Report (PAR). It is the responsibility of the Executive Director or Designee to ensure that Semi-Annual Certification and PAR forms are completed on a timely basis.

Semi-Annual Certification documents that he/she has been working solely in activities supported by the federal grant. The Semi-Annual Certification periods are January 1st through June 30th and July 1st through December 31st. The Semi-Annual Certification must be signed and dated by the Administrator who is the supervisor of exceptional children teachers after the semi-annual period is completed.

PARs are required for personnel whose time is charged in part to one federal grant and in part to another revenue source. These reports document the portions of time and effort dedicated to the federal grant and to the other revenue source. Such records must be completed monthly and account for the total time for which the employee is compensated. PARs must be reconciled quarterly and be completed by the exceptional children teacher paid with IDEA funds and approved by the Administrator.

PRC118 funds will be used to purchase supplies and materials for use in the exceptional children's program.

The Exceptional Children (EC) Director and the Executive Director/Designee will work in conjunction to complete IDEA grant applications. The EC Director is responsible for monitoring Maintenance of Effort, comparing actual to budget IDEA expenditures, and completing appropriate calculation worksheets.

One or more exceptional children staff will attend the Exceptional Children Program Directors' Leadership Institute each year and ensure that appropriate material is shared with all EC teachers and the Executive Director/Designee to ensure that Envision Science Academy remains in compliance with federal regulations.

Exceptional Children Director Responsibility (July 1, [Year] – June 30, [Year])

- Identify all EC employees who require Semi-Annual Certifications.
- Monitor all EC employees on a quarterly basis to ensure that there have been no changes in position, duties or funding.
- Monitor and train all employees who are responsible for completing and/or approving time and effort documentation.

- Maintain all time and effort records for employees compensated through federal funds.

Finance Officer Responsibility (July 1, [Year] – June 30, [Year])

- Work with the EC director to identify all EC employees who require Semi-Annual Certifications.
- Ensure time and effort reports are reviewed and signed by appropriate staff.
- Provide EC director with quarterly documentation.

Equipment Purchased with Federal Funds

It is the policy of Envision Science Academy that all equipment, including computing devices, acquired with federal funds are purchased in accordance with the school's procurement procedures and that adequate controls are maintained to track and safeguard such equipment. The Exceptional Children (EC) Director will ensure policies and procedures are followed, including implementing processes, training staff, establishing and maintaining records and inventory, conducting physical inventory, and reporting any loss, damage or theft of equipment acquired with federal funds.

Adequate maintenance procedures shall be implemented to keep equipment in good condition. A control system shall be in effect to ensure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented.

Inventory of each asset should include the following information: name, description, quantity, manufacturer, serial number, model number, acquisition date, acquisition cost, funding source (grant award year and the percentage of federal funds), location, condition, and deposition data (date of disposal/transfer and sale price if applicable).

A physical inventory of equipment acquired with federal funds shall be taken and the results reconciled with the inventory records at least once every two years. Any differences between quantities determined by the physical inspection and those shown in the inventory records shall be investigated to determine the causes of the difference. The EC Director shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment. Where the EC Director is authorized or required to sell the equipment, proper sales procedures shall be established which provide for competition to the extent practicable and result in the highest possible return.

Testing and Accountability

The Executive Director will designate a faculty member to serve as ESA's Testing Coordinator. Testing materials will be locked in a file cabinet in the testing coordinator's office. The file cabinet will also be locked whenever active testing is in progress.

Beginning Teacher Support Program (BTSP)

I. Documented process for identifying and verifying all Beginning Teachers (BTs):
   A. When a new teacher is hired, a personnel file is started in the Executive Director's office for the new employee. If the teacher has fewer than three years of experience, he or she is automatically added to the BTSP. This also

includes lateral-entry teachers.

B. Teachers with out-of-state licenses are also added to the BTSP until their license is converted into a Standard Professional II license in North Carolina.
C. Once a continuing license is earned in one area, additional teaching areas do not require a BTSP experience.
D. ESA will help guide BTs on their licensure conversion process. BTs are eligible to convert to a continuing licensure once:
    1. all required coursework has been successfully completed.
    2. all NCSBE approved exams are passed.
    3. three years of teaching have been completed.
E. ESA will collect BT data for the State of the Teaching Profession report.

II. Beginning Teacher Orientation:
A. ESA beginning teachers will attend Beginning Teacher Orientation, held within two weeks of the teacher's first day of work. Orientation will include:
    1. An overview of ESA's mission, policies and procedures
    2. While student services personnel, administrators and curriculum-instructional specialists are not required to participate, each person will be given time during orientation to introduce themselves, describe their role at the school and provide a description of available services and training opportunities.
    3. A copy of the BTSP and the process for achieving a continuing license
    4. A description of optional working conditions guidelines
    5. Introduction to NC Teacher Evaluation Process, NC Standard Course of Study and local curriculum guides.
    6. Introduction to all state required training. Full training will be completed through professional development with the entire school staff.
    7. Introduction to The State Board of Education's Mission and Goals
    8. Documentation that each BT attended orientation

III. Optimum working conditions including:
A. A mentor is assigned within the first two weeks of school, ideally, in close proximity of the beginning teacher in the building and, when possible, in the licensure area.
B. The School Deans will strive to create the best schedule possible for Beginning Teachers.
C. The number of preparations in academic classes will strive to be limited to two at the middle school level. Specialists who serve all students in a school will have ample planning time each day to prepare lessons for every grade level.
D. Limited non-instructional duties: The Executive Director or his/her designee will monitor the number and type of duties and committees assigned to BTs. These assignments are restricted by State Board policy TCED-016 to those that all teachers on the staff are required to complete such as hall, lunch, or bus duty and committees to which all staff members are assigned.
E. Limited number of exceptional or difficult students: To the extent possible, the Executive Director and the Exceptional Children's Director will work together

to balance the number of exceptional, ESL, and difficult students.

F. No extracurricular activities will be assigned to BTs unless it is teacher requested and documented in writing. The written request will be kept in the BT's file (see extra duty form in the appendix).

IV. Each BT is assigned a mentor meeting the following requirements of GS115C-296(e):

A. Mentor Selection:

1. Selection criteria include input from Executive Director, Exceptional Children's Director, School Deans, BT Coordinator and veteran mentors.
2. Mentor selection criteria are based on being rated at least as overall "proficient" level on NCEES (Ratings of proficient or higher on three of the five standards, including Standard 4 on the most recent summative or on Standard 4 on an abbreviated)
3. ESA will clearly offer mentor opportunities to staff that meet the above criteria.
4. The process for mentor application and selection will be consistent and ESA will strive to include as many mentors as possible in the program.
5. Where a trained mentor does not exist in the same licensure area or the teacher is a specialist in the school, a mentor may be assigned from a different area. The BT Coordinator or designee will offer additional assistance when needed.

B. Mentor Role:

1. Mentors support beginning teacher orientation and provide logistical and emotional support.
2. Mentors focus their primary support on improving instruction and learning.
3. Mentors provide ongoing support and encouragement for the BT.

C. Mentor Professional Development:

1. Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
2. Mentors receive ongoing training to advance their knowledge and skills.
3. Mentors have opportunities to participate in professional learning communities of mentoring practice.

V. Each year, the BT is required to develop a PDP in collaboration with the Executive Director or his/her designee and mentor.

A. The components of the BT's Professional Development Plan (PDP) will be introduced during the BT Orientation teacher evaluation training. Based on the NCPTS, the PDP will be initially drafted by the BT, then discussed with mentor for feedback and finally reviewed by the administrator. This review process of the Beginning Teacher PDP goals will be documented at least three times a year with mentor, administrator and beginning teacher signatures. Copies of the Professional Development Plan for Beginning Teachers will be stored electronically using the online teacher evaluation system as required by the State Board of Education.

VI. BT will complete any professional development required or prescribed.

A. ESA will survey teachers and prescribe professional development based on the needs expressed in the staff surveys.

VII. A formal process of conducting observations and summative evaluation on all BTs (in accordance with HB1030, Section 8.32(h) and (i))

A. Beginning Teachers, per NC General Statute and State Board of Education policy, are observed and evaluated using the instruments adopted by the State Board of Education for such purposes.

B. Observations will be conducted by the Executive Director/designee a minimum of three times a year and by a peer once a year. All observations will be conducted by individuals trained in the teacher evaluation process. The first observation must have a pre-conference, all observations should be a minimum of 45 minutes or a class period, with a post conference within 10 days. ESA will strive to conduct observations on the following schedule:

1. Goal for Observation One (peer observation) by September 30
2. Goal for Observation Two by October 30;
3. Goal for Observation Three by January 15; and
4. Goal for Observation Four by April 15.

C. The summary evaluation (Summary Rating Form) will strive to be completed by May 7th each year and will be used in making decisions regarding employment. Copies of all formal observations, the summative evaluation, and the Professional Development Plan for Beginning Teachers will be stored electronically using the online teacher evaluation system as required by the State Board of Education. An electronic copy of all Observations, the Summary Rating Form, the Record of Teacher Activities, the Professional Development Plan, and the Mentor Timeline for Beginning Teachers will also be kept electronically by the Beginning Teacher Coordinator and printed upon request.

VIII. Plan for participation in BTSP Monitoring for compliance with State Board Policy.

A. ESA will participate in the BTSP Peer Review and BTSP Monitoring Processes.

B. The ESA BTSP will be evaluated through surveys sent to first, second, and third year teachers as well as mentors. The surveys will be reviewed and changes made to the program for the following year based on their feedback and current research.

C. In addition to the district level evaluation, the BTSP will be "peer reviewed" each year in a process set up by the NC Department of Public Instruction. Every 5 years, there will be a monitoring visit completed by the NC Department of Public Instruction.

IX. Statement on how BT's personnel files are filed and secured

A. The cumulative BT file will be kept by the Beginning Teacher Coordinator and will be updated each year. If the teacher leaves Envision Science Academy during the three years of induction, the file will be forwarded to the new LEA or charter school if applicable. If not, the file will be placed on hold until the teacher returns to Envision Science Academy, another charter school, or another LEA.

B. The Beginning Teacher file contains evidence that the beginning teacher has

fulfilled the requirements of the BTSP. The folder includes:

1. Assignment in the area of licensure
2. Copy of initial license
3. A requirement form showing completion of all program requirements signed by the Dean of the school, Mentor, and the Beginning Teacher;
4. 3 observations by an administrator for each year, with pre and post conference as required
5. 1 observation by a (trained) peer for each year, with pre and post conference
6. 1 summary evaluation from the Executive Director/designee for each year
7. 1 Professional Development Plan for each year
8. Evidence of the assignment of a mentor for each Beginning Teacher
9. Evidence that a Beginning Teacher Orientation was provided
10. Documentation of training for mentors
11. Mentor timeline/log of services each year

X. Plan for timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state.

A. When the cumulative file is requested by another school or school system, it will be sent to the designated contact person for Beginning Teachers in that school or system making the request. The Beginning Teacher Coordinator will ensure that it is sent through the mail within two weeks of receipt of the request. When the cumulative file is requested by another school or school system, it will be sent to the designated contact person for Beginning Teachers in that school or system making the request. The Beginning Teacher Coordinator will ensure that it is sent through the mail within two weeks of receipt of the request.

XI. Services and Technical Assistance

ESA's Beginning Teacher Coordinator will host Teacher Talks (TT) for all first- and second-year Beginning Teachers. Agendas and minutes of each TT with attendance are reported to the administrative team. These sessions are a mixture of support, reflection, and professional development centering on Beginning Teacher concerns. The professional development is intended to be "just-in-time learning" that addresses the issues of the moment (report cards, conferences, Professional Development Plans (PDPs), etc.).

Professional Development

We not only acknowledge the importance of professional development but have scheduled an extensive amount of time to engage in individual, small-group and/or whole-staff professional growth opportunities over the course of the school year at ESA. Successful educators are committed to their own improvement and growth, and to contributing to, and deepening, the shared pool of practical knowledge related to best practices at ESA in order to enhance and sustain high-quality learning experiences for our students. All professional development experiences offered will support our mission and vision.

Certain administrators, teachers and staff members may be asked to engage in content/area-specific professional development provided off-site by external trainers in order to enhance their own understanding of concepts and skills directly related to the requirements of their position at Envision Science Academy.

Licensure Renewal

The Executive Director/designee will be in charge of coordinating the license renewal program. Only school-based professional development and continuing education opportunities that align with the mission, vision and goals of the State Board of Education and Envision Science Academy will be provided. These will be developed to meet the professional goals of our faculty.

Appropriate credit (.1 CEU per hour spent in appropriate licensure renewal activities) will only be offered when the focus of the professional development opportunity is based on scientifically based research, relates directly to content knowledge, content pedagogy, assessments, data, diverse learning styles, leadership, technology and/or student achievement. Teachers can earn credit by taking college or university courses (accredited institutions) and in-service courses or workshops. In addition, we will give credit to teachers for their teaching experience.

1. Although each teacher is ultimately responsible for the maintenance of his/her teaching license, the Dean(s) and Assistant Dean will be responsible for overseeing the five-year growth plan of each faculty member who seeks to renew their current licensure. Professional Growth Plans will be developed and reviewed annually regardless of each teacher's license renewal status.
2. All faculty members are welcome to meet with administrators and discuss their desire to participate in licensure renewal activities. On some occasions, administrators will initiate conversations with specific faculty members to discuss their need for the faculty member to participate in a professional development or continuous improvement renewal activity that aligns with the goals identified as areas for improvement on the employee's growth plan.
3. Each year, each faculty member meets with the Dean or Assistant Dean to discuss their professional goals and to develop their growth/resonance plan for the year. Professional Growth Plans are reviewed at least at the mid-point and end of each year, when progress towards goal achievement/mastery is discussed, and new goals written if needed.
4. We believe that Envision Science Academy offers an entirely unique educational experience for families in the Triangle Area because, in partnership with parents, Envision Science Academy will provide a STEAM based education with smaller class settings, project-based learning, and differentiated instruction where students are encouraged to work to their fullest potential. Our rigorous instructional program will have an interdisciplinary structure in which technology is integrated and common themes are studied across multiple subjects.
5. Administrators and faculty members who are seeking license renewal must complete renewal credits as required by the state of NC.

Charter Company Risk Management
To manage risks and maintain the safety of our staff, students, and chaperones, it is pertinent that the school adheres to certain guidelines when chartering a bus or similar vehicle for school transportation. The school must ensure that the following standard risk management procedures are in place in order for the trip to be approved:

- Charter company agreements must be signed by President of school's Board of Directors or designee.
- Charter company agreements must include mandatory state language regarding indebtedness (General Statute 115C-238.29H).
- Certificate of insurance must be furnished by charter company with minimum limit of $5,000,000.
- Charter company must name Envision Science Academy as additional insured with primary and non-contributory status.
- Charter company driver(s) must have proper licenses to operate the vehicles.

Additional school responsibilities include but are not limited to:
- Number of chaperones must be sufficient for the trip, and they must have received training/instruction on their responsibilities as volunteers/chaperones.
- Permission/liability waiver forms must be signed by parents.
- Parents/Guardians have signed school's Parent/Student Handbook which contains the Code of Conduct, signifying they have read and understand rules governing student behavior.

Budgeting
ESA shall prepare and maintain a five-year budget at all times. The board of directors shall approve the budget. The Finance Committee shall develop an annual budget in conjunction with the short- and long-term plans of the school. The budget shall be reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it shall be presented to the board of directors for review and vote.

Annual Audit
The board of directors shall contract annually with a qualified independent certified public accounting firm to conduct an audit of the school's financial statements in accordance with auditing standards generally accepted in the US. The selected audit firm must be familiar with these standards and charter school regulations in order to properly conduct the audit engagement. The school shall produce records for the audit, meet the auditors for the site audit, receive the draft audit and review it in detail, and review the audit with the Finance Committee. Once the audit is approved by the board of directors, the MD&A shall be written and sent to the auditors. The school shall post year-end adjusting entries from the auditors, send requested information to the auditors for Form 990, review Form 990, and obtain the board president's signature before mailing. The audit shall be completed and submitted to the NC Department of Public Instruction by October 31st of each year.

Purchasing, Procurement and Contracting

It is the policy of the ESA Board of Directors (the "Board") to utilize resources to the greatest benefit of our students' education and to establish procedures for all expenditures made with charter school funds to ensure efficiency, economy, legal compliance, internal control, ethical behavior by all staff members, and fairness in dealing with vendors.

The Executive Director, in conjunction with the Board Treasurer, are responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws.

I. Contracts

Envision Science Academy defines a contract as any agreement, regardless of monetary value, between the school and a second party that has terms and conditions for goods and services including use agreements or any future legal commitments. Payment will be due upon receipt of goods or completion of services unless a schedule of payments is included in the executed vendor contract. For contracts that include benchmark payments a vendor, school, and board representative must agree that the benchmark has been met before payment will be released. Agreements regardless of the requirement of a signature are still deemed contracts.

To be valid, all contracts must adhere to regulations outlined within this policy. Due to the need for expediency in allowing for the efficient administration of the school's operations, procedures and methods employed in securing contracts for goods or services, as well as the appropriate level of approval for such contracts, vary depending on the value of the contract. The guidelines are summarized below:

a. Up to $5000 - The Executive Director and the Board President are empowered to enter into contracts prior to receiving approval from the Board; however, each contract is required to subsequently be approved and ratified by the Board.
b. Greater than or equal to $5,000 - All contracts meeting this threshold are required to receive approval by the Board prior to executing the contract. Once the Board approves a contract, the Executive Director or the Board President may sign the contract.
c. Multi-Year Contracts – All multi-year contracts are required to receive approval by the Board prior to executing the contract.

II. Purchasing and Procurement

A. Process:

Purchasing procedures apply to procurement of equipment, furniture, supplies, and services used to support the educational process. Expenditure of school funds may only be for the public purposes of the charter school and may not benefit an individual.

To provide efficient budget management, the Executive Director/designee and the Board Treasurer must approve the estimated expenditures within each line item of the working budget each month during the Finance Committee meeting. The Executive Director/designee will monitor and facilitate best practices and ensure best pricing. Good business practice dictates that products will be purchased for the lowest price for

acceptable quality.

All charter school purchases must be made through approved methods which include purchase orders, purchasing card, internet sites from reputable companies with which the school does business, request for a check, and/or reimbursement to employees upon presentation of receipts for school purchases. Advanced payment will only be made when required by the vendor.

School payments for goods and services shall be reported to and reviewed by the Finance Committee each month. The Finance Committee includes at least one member of the Board, including the Treasurer. In conjunction with the school's internal controls, the school shall pay all invoices promptly. To ensure prompt payment to the vendor, at no time shall any invoice remain unpaid by the school past its due date as long as the good/service has been received. Within each Finance Committee meeting, the overall budget is updated based on the review and approval of the transactions noted above and presented to the Board at the next meeting.

B. Requesting/Purchasing Goods and Services:
    1. Purchase requisitions - The school is to have a written procedure for the process of generating a purchase requisition for goods or services.
    2. Purchasing card (credit card) - The school is to have a written procedure for determining card holders, method of reconciliation of monthly statements, a plan for managing all receipts and the process for authorizing payment. Each cardholder is responsible for completing the School Credit Card Use Form and producing supporting documents that reconcile with the credit card bill. These supporting documents must be available for inspection by the Executive Director/designee as requested. Any cardholder, other than the Executive Director, must obtain prior approval by the Executive Director for individual or aggregate purchases over $500.
    3. Request for check /Advance payment - From time-to-time it may become necessary to get an advance payment or request for check for goods or services received and/or invoiced. A request for advance payment or request for checks is made by filling out a Check Request Form and getting Executive Director approval. Upon approval of the Executive Director, advance payments or request for checks will be made for such things as extended field trips, conference travel by staff, vendors who do not accept purchase orders, such as, attorneys, auditors, employee, reimbursement for purchase of goods and other contracted services where the total cost cannot be determined ahead of time. Any unspent funds, along with receipts and/or invoices, must be turned in as soon as practical after delivery of the good and services.
    4. Employee reimbursement - With approval prior to purchase by the Executive Director/designee, employees shall be reimbursed for school expenses using the Reimbursement Request Form by attaching receipts and/or agendas if the expenses are related to trainings, meetings, conferences, etc. The Form must be submitted within the academic year and signed by the Executive Director prior to reimbursement. Please note that purchases made without prior approval from the

Executive Director/designee may not be approved for reimbursement.

C. Bids/Competitive Pricing
The Executive Director and Board President shall make purchases of goods and services using the following guidelines based on the anticipated cost of such purchase:
a. Less than $5000 - The Executive Director or the Board President shall take reasonable steps to ensure competitive pricing given the nature of the good or service.
b. Greater than or equal to $5000 - The Executive Director or the Board President shall take reasonable steps to ensure competitive pricing given the nature of the good or service, which shall include obtaining a minimum of two bids/proposals.

D. Purchasing Limits (Non-contract)
Due to the need for expediency in allowing for the efficient administration of the School's operations, the following purchasing limits applies to all non-contract school expenditures:
a. Less than $10,000 - The Executive Director and the Board President are empowered to execute purchases without being required to obtain approval from the Board.
b. Greater than or equal to $10,000 - All purchases meeting this threshold are required to receive approval by the Board prior to making the purchase.

The thresholds above apply to all individual or aggregate purchases of equipment, furniture, supplies, and services used to support the educational process, even if the estimated expenses are already accounted for within the operating budget.

E. Receipt/Returns:
The Executive Director/designee, upon receipt of ordered goods, will inspect to ensure accuracy of the order and condition of the goods. The initialed and dated packing slip/invoice should be filed for matching with invoice for payment. Damaged or unwanted goods should be returned immediately, and accounts should be closely monitored to confirm receipt of the return credit.

F. Invoice/Payment:
Payment for goods and services will be made only after the receipt of the goods or services and upon receipt of invoices/statements except as stated above in section B.3. All checks must be signed by two authorized check signers. Individual checks greater than $10,000 require an additional review of supporting documentation to be attached to the check and verification and sign-off by the Executive Director. Payments on approved contracts can be released in accordance with Section I above.

Contracts and Programs Renewal
All contractor selection processes shall be free of conflict of interest, undue influence and favoritism so that contracts are awarded equitably and economically. Third-party contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered. Contractors must meet the following guidelines:

- Be licensed in their technical or professional field
- Maintain adequate insurance coverage
- Not suspended or debarred by the State and/or federal government

The board of directors shall designate a committee, in conjunction with the Executive Director, to be responsible for adopting an annual process to review all third-party contracts and programs. The process should include:

- Person(s) responsible for the completion of the evaluation.
- Specific criteria/desired outcomes to evaluate and monitor performance of third party or program.
- Evaluations that contain sufficient evidence to support renewal decision.
- Contracts that comply with state laws and the school's conflict of interest policy.
- Verification that contractor has not been suspended or debarred by the State and/or federal government.

In addition, all third-party contracts shall contain the following required language from the Department of Public Instruction**:**

"No indebtedness of any kind, incurred or created, by the charter school shall constitute an indebtedness of the State or its political subdivisions and no indebtedness of the charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions." (General Statute 115C-238.29H)

Asset Disposition Policy

Disposal of Assets **-** An asset is defined as all items, purchased or donated, with a value of $1,000 or more and with a useful life of more than two years, that have been capitalized on the School's Balance Sheet. Where the Executive Director/designee is authorized to sell the asset, proper sales procedures shall be established, which provide for competition to the extent practicable and result in the highest possible return. Proceeds from disposition of the asset should be deposited immediately into the school's operating bank account, which should be closely monitored to confirm credit of the deposit.

Capital assets may be sold or traded-in on new equipment. An Asset Disposition form is to be completed detailing plans for disposing of assets with a clear and complete description of the asset and the expected date of disposal. Approval by the Executive Director for all planned dispositions is required. Any assets with an original value greater than $5,000 or expected proceeds of greater than $500, will also require the Executive Director/designee to submit the request for Board of Directors' approval prior to disposing of the asset. Each month, the Executive Director will submit to the Finance Committee of the Board of Directors an update on assets that have been disposed, as well as plans for assets expected to be disposed of.

Upon approval, the charter school may advertise the property for sale or submit a list to the bookkeeper for sale and disposition. After completion of the sale, the Asset Disposition form will be submitted to the accountant, and the item will be transferred out of the inventory records. The accountant will delete the item from the asset records and record any gain or loss on the disposition.

Worn-out, obsolete or fully depreciated property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. Proof of disposal will be sent to the bookkeeper for documentation. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report. The Executive Director will determine the proper course of action and will notify the charter school's insurance carrier and any outside authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records and the bookkeeper will record the loss.

Capital Assets - The school's capital assets are recorded at original cost. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the school to capitalize all capital assets costing more than $1000 with an estimated useful life of two or more years. In addition, other items which are purchased and used in large quantities such as student desks and office furniture are capitalized. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. Capital assets are depreciated over the following estimated useful lives:

Asset	Years
Site Improvements	30
Modular Units	15
Vehicles	10
Furniture & Fixtures	7
Instructional Equipment	7

Functional Expense/Cost Allocation

Purpose - The purpose of this policy is to summarize the methods and procedures that Envision Science Academy will use to allocate costs to various programs, grants, contracts and agreements.

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include occupancy, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance and other, which are allocated on the basis of estimates of time and effort.

Uniform Guidance establishes the principles for determining costs of grants, contracts and other agreements with the Federal Government. These principles also apply, by reference, to certain

contracts. Envision Science Academy's cost allocation is based on the direct allocation method described in the Uniform Guidance. The direct allocation method treats all costs as direct costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular contract or program. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular contract or program.

Only costs that are allowable, in accordance with the cost principles, will be allocated to programs or contracts.

General Approach - The general approach of Envision Science Academy in allocating costs to particular grants and
contracts is as follows:

A. All allowable direct costs are charged directly to programs, grants, contracts, etc.
B. Allowable direct costs that can be identified to more than one program are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

Allocation of Costs - The following information summarizes the procedures that will be used by Envision Science Academy:

A. *Personnel*. Salaries and wages for a specific program are allocated based on time spent on each program and charged directly to the program for which work has been done. Personnel costs that benefit more than one program will be allocated to those programs based on the estimated amount of time spent on each program.
    1. Fringe benefits (FICA and Worker's Compensation) are allocated in the same manner as salaries and wages. Health insurance, dental insurance, and other fringe benefits are also allocated in the same manner as salaries and wages.
    2. Vacation pay is accrued as earned and is allocated in the same manner as salaries and wages.
B. *Insurance*. Insurance needed for a particular program is charged directly to the program requiring the coverage. Insurance costs that benefit all programs are allocated as part of the indirect cost rate.
C. *Rent, Utilities and Office Supplies* (including telephone and postage). Allocated based on usage. Expenses used for a specific program will be charged directly to that program. Postage and telephone expenses are charged directly to programs to the extent possible. Costs that benefit more than one program will be allocated to those programs on a basis determined to be appropriate to the particular costs.
D. *Equipment*. Envision Science Academy capitalizes and depreciates assets when the initial acquisition cost exceeds $1,000 and it has a useful life of over one year. Items below $1,000 are reflected in the supplies category and expensed in the current year. Unless

disallowed by the awarding agency, equipment purchases funded solely through Envision Science Academy are recovered through depreciation and are charged directly to the program using the equipment. If Envision Science Academy-funded equipment is fully depreciated, "use fees" may be negotiated. If the equipment is used in more than one program, the depreciation or use fee will be charged based on the ratio of the estimated usage for each program. Neither depreciation nor use fees are charged to grants if the equipment was purchased using federal funds.

E. *Other Costs* (including travel, training, professional services, dues, licenses, fees, etc.). Where possible, costs are allocated directly to the program generating the cost. Costs that benefit more than one program will be allocated to those programs based on a basis determined to be appropriate to the particular costs.
F. *Unallowable Costs*. Costs that are unallowable in accordance with Uniform Guidance include alcoholic beverages, contributions, fines and penalties.

Indirect Costs - Envision Science Academy treats those allowable expenses that cannot be allocated directly to programs as indirect costs. The allocation base for the indirect cost rate is wages only. Indirect costs include general and administrative costs, such as administrative overhead and salaries. These costs are allocated based on the ratio of the total of program wages only to total administrative costs. This percentage is then applied to each program's total direct costs.

Cash Disbursement
Invoices (including check requests) will be created weekly and require approval. Invoices must also indicate which budget line item should be charged for the expense. All invoices will be entered in LINQ, checks will be printed, copied and attached to a copy of the invoice. Invoices will be stamped "Paid" with the date and check number. Original invoices will be filed in vendor folders.

Cash Receipts
Funds received will be deposited by school personnel. Once the deposit is complete, a copy of all checks and the deposit slip will be maintained for record keeping. State and Federal funds will be drawn down from DPI and ensure a zero close out balance is maintained which is required quarterly by DPI. All deposits will be entered in LINQ.

Payroll
The school will maintain a monthly spreadsheet to calculate gross pay to compare to payroll reports. New employees will be added when hired and their salary will be prorated if hired mid-year. Terminated employees' salaries will be prorated if terminated mid-year. Changes will be made in withholdings and deductions when necessary. Timesheets will be reviewed, and calculation of hours checked. If an employee has used all of their personal leave, the school will calculate any applicable overage and deduct from pay. Other duties to be carried out include: pay salaried employees, pay hourly employees, pay substitutes, print direct deposit slips and paychecks, and create ACH files and send to bank for direct deposit.

Taxes/Payroll Deductions
The school will calculate payroll taxes due and send by EFTPS to IRS, calculate payroll taxes due and send to NC Department of Revenue, remit employee tax garnishments to proper authorities, and remit insurance deductions to applicable vendors.

Payroll Reporting
The school will file 941 quarterly report, file NC quarterly report, file SUTA quarterly report, print W-2's in January of each year, file W-2's and W3 to IRS by annual due date, file annual NC Withholding with the NC Department of Revenue, and file Form 1099's annually.

Sales Tax
The school will review all invoices for 6-month time frame and create a spreadsheet with invoice amount, vendor, date, and sales tax amount. The school will file necessary forms for sales tax refunds twice a year.

Federal Grants
The school will enter a budget for Federal grants in BAAS, code applicable expenditures per budget, copy invoice, add to spreadsheet, draw down funds from DPI for applicable PRC, track expenditures to ensure that funds are used before grant expiration, enter amendments in BAAS if necessary, calculate MOE for year end, and calculate estimated amount for next fiscal year.

Funding
The school will maintain a spreadsheet of state, federal, and county funding to track monthly receipts from each county to ensure that the school is receiving funding per the correct headcount. Any discrepancies will be noted for follow-up with the county. The school will maintain a spreadsheet for state and federal funding to track amount received and balance remaining. The school will also send data monthly to DPI by designated due date, download monthly reports from DPI and reconcile to LINQ, submit SS200 report annually, log onto Cash Management periodically to track funding from DPI, and respond to various requests from DPI throughout the year.

Monthly Financial Update
The school will update its budget spreadsheet with actual expenditures on a monthly basis, review line items to see if there are any potential problems with the budget, send updated budget to the Finance Committee, and report it to the board of directors on a monthly basis.

Whistleblower Policy
The purpose of this policy is to promote the reporting of suspected or actual unethical or illegal activity. Envision Science Academy requires directors, officers and employees to observe high standards of professional and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, they must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility - It is the responsibility of all directors, officers and employees to comply with this policy and to report violations or suspected violations in accordance with this policy.

No Retaliation - No director, officer or employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This policy is intended to encourage and enable employees and others to raise serious concerns within the organization prior to seeking resolution outside the organization.

Reporting Violations - Envision suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with someone on the Board of Directors or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of this policy to the Board President or Treasurer, who have specific and exclusive responsibility to investigate all reported violations.

Board President and Treasurer - The Board President and Treasurer are considered the organization's compliance officers and are responsible for investigating and resolving all reported complaints and allegations concerning violations of this policy and, shall advise the entire Board of Directors. The Board President and Treasurer will report to the entire Board of Directors at least annually on compliance activity.

Accounting and Auditing Matters - The Finance committee of the Board of Directors shall address all reported concerns or complaints regarding organization's accounting practices, internal controls or auditing. The Finance committee will report all complaints or concerns to the entire Board of Directors.
If the allegation is against the Board President or Treasurer, the complaint should be made to any other Board member who shall call a closed meeting, at which time the Board shall consider the allegations and designate responsibility for investigating the allegations.

Acting in Good Faith - Anyone filing a complaint concerning a violation or suspected violation of this policy must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Privacy - Violations or suspected violations may be submitted anonymously. However, non-anonymous reports are encouraged in light of the potential need to conduct an adequate investigation. Reports of violations or suspected violations will be kept private to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations - The Board President or Treasurer will notify the sender (of a non-anonymous complaint) and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated when appropriate and appropriate corrective action will be taken if warranted by the investigation.

Records Retention/Destruction Policy
ESA hereby adopts the Records Retention and Disposition Schedule for Local Education Agencies established by the Department of Cultural Resources, Division of Archives and Records pursuant to NC G.S. §121.5 and G.S. §132.8. Since charter school records are public records, it is the policy of ESA to fully comply with North Carolina laws regarding records retention and disposition. The Schedule helps staff to develop a process for identifying records, assessing their value (administrative, legal, fiscal, and/or historical), and determining when and if school records should be destroyed in a manner consistent with the Schedule.

Facilities, Equipment and Services Use Policy
As a service to the community, and to provide expanded opportunities for Envision Science Academy ("ESA") students, staff, and parents, the Board may allow the use of ESA property by individuals, organizations, institutions, and businesses ("Users") for educational, recreational, social, civic, philanthropic, and like purposes as the Board deems to be in the best interest of Envision Science Academy. Permission to use ESA facilities, equipment and services shall only be allowed when such use will not interfere in any way with the regular programs and activities of the schools, except in the case of events and activities which enhance the school experience and are approved as such in advance by the Executive Director, his designee, and/or Board of Directors.

All facilities are strictly off-limits to *all* individuals, parties, organizations, and institutions *during non-school and school hours* unless approved in advance by the Executive Director and/or his designee, including ESA organizations, etc. Violators of this policy provision shall be subject to possible criminal trespass charges.

Rental and fees for use of school facilities, equipment and services in connection therewith will be charged in accordance with a schedule approved by the Board. School-based clubs and other student organizations are allowed access to ESA facilities, equipment and services at no charge for events and activities which are pre-approved by the Executive Director and/or his designee. All such events and activities must be related to the mission of the club or organization with the exception of fundraising activities, which must be arranged to help fulfill the club's or organization's mission. The club's or organization's staff sponsor(s) must be on hand for all events and activities arranged by or sponsored by a student club or organization unless specifically exempted by the Executive Director/designee in advance.

The Envision Parents in Action ("EPA"), Athletic Booster Club, and other Board-recognized parent support organizations are allowed access to ESA facilities, equipment and services at no charge for events and activities designed to support the educational, co- and/or extra-curricular, cultural, and social programs of the school or any grade or organization within the school. All such events and activities, while pre-approved by the Board, must be scheduled and approved by the Executive Director and/or his designee. In addition, the Executive Director/designee may impose specific supervisory and/or service personnel requirements in accordance with the Board-approved Facility Use Fee Schedule, the cost of which must be borne by the sponsoring organization.

Users may reserve ESA facilities for use by themselves and organizations with which they are affiliated as long as:

a. Reservations must be requested via the Facility Use Applications 60-calendar-days in advance and submitted to the Executive Director and/or his designee.
b. All applications for facility use must be approved by the Board prior to the date of the event.
c. Such reservations may not be made for multiple or recurring events, or for more than three separate dates and/or events at a time.
d. Such reservations may not be made for use of ESA facilities by youth or adult athletic "travel" teams or other organizations which would otherwise be expected to rent the facility in accordance with the Facility Use Agreement and Facility Use Fee Schedule.
e. Users who reserve the facility must be present the entire time the facility is in use and will be held responsible for the supervision of the facility itself and of all those persons using the facility during that time period.
f. An authorized representative of the organization using the facility during the reserved time period must sign release of liability waivers holding ESA, its staff, the Board, and agents harmless in the event of an accident or injury while using the facility.
g. It is clearly understood that, in the event an ESA athletic contest or other school organization's scheduled event must be unexpectedly rescheduled to occur in/on the reserved facility for any reason, the reservation is immediately cancelled for that day and time without the requirement of prior notice.

Restricted access to ESA facilities, equipment and services for events and activities arranged or sponsored by outside individuals, organizations, or other entities may be approved in accordance with the Board-adopted Facility Use Agreement. All such events and activities must be scheduled and approved by the Executive Director and/or his designee, who may also impose liability insurance and/or specific supervisory and/or service personnel requirements in accordance with the Board-approved Facility Use Fee Schedule, the costs of which must be borne by the sponsoring organization.

Use of the facilities by third-party vendors for onsite before- and after-school care shall be negotiated on a contractual basis. Third-party before- and after-school care vendors using the facilities shall provide care to ESA students only. Notwithstanding the foregoing, ESA reserves the right to negotiate a contract with any party for use of any facilities.