Envision
Science Academy

Stimulate the whole mind.

Educate the whole child.

Parent and Student Handbook 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.

Revised 8/17/26

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Dear Families:

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

Please read the entire handbook and discuss it with your child(ren). You will be indicating your acknowledgement and receipt of this handbook during your online enrollment process.

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

Sincerely,

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

Hours of Operation

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

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

IMPORTANT CONTACT INFORMATION

Envision Science Academy
590 Traditions Grande Blvd, Wake Forest, NC 27587
Phone: 919-435-4002
*Phones are answered daily from 7:30am - 2:30pm, 3:30pm – 4:00pm.
Summer hours may vary.
Fax: 919-307-4308
info@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 Admissions
Please refer to Envision Science Academy's Policies Manual, located on our school website, for full and detailed information regarding the Lottery Procedures and Policies.

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

Envision Science Academy offers the following student preferences:

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

Lottery Procedures

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

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

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

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

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

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

Phase I	90 days prior to the 1st day of school - 5 business days to accept or decline seat offer and complete admissions form, and 5 business days to submit supporting admissions documents

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

Application of Sibling Preference to New Admissions

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

Admission Attendance Policy

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

Appeal

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

Attendance and Absence

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

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

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

Excused absences include illness or injury, a death in the family, medical appointments, religious observance (2 per year), court proceedings (based on student's or parent's practices), military deployment of parent/guardian, and outside educational opportunities. Outside educational opportunities include unique opportunities and experiences that cannot be done at any other time (such as performing in special events, etc.) and must be approved in advance by the Executive Director/designee. They do not include beach trips, aquarium visits, etc. that can be done at any time. 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 the attendance committee that will determine if the student should be retained. The Executive Director/designee shall have the authority to waive the decision of the committee. Envision will follow the Compulsory Attendance law (G.S.115C-378) to review each situation on a case-by-case basis.

Academic Calendar

Envision's academic calendar 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. Uniform tops and bottoms may be purchased from any store as long as they meet the following dress code guidelines:

- BOTTOMS (skirts, skorts, pants, shorts, capris, etc.) - khaki, or navy and **logo-free**. Skirts/skorts/shorts must be no shorter than 2" above the knee. Skirts may be worn with any approved school uniform color modesty shorts or tights underneath. Pants may be flat-front or pleated, but cargos, 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, 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.

- DRESS DOWN DAYS - Students are permitted to wear non-uniform school appropriate tops and bottoms including jeans without holes or rips. Pajamas, yoga pants, leggings, and crop tops are not permitted. No obscene, suggestive, or disrespectful slogans/graphics are permitted. Clothing that supports, suggests, or endorses the use of alcohol, drugs, tobacco, sexual activity, death or violence is prohibited. Any clothing that causes a distraction to the learning environment will be referred to the school administration. Parents/guardians of students that do not follow the above guidelines will be contacted and asked to come in and correct any problems as identified. Students choosing not to participate in a dress down day will wear the standard school dress code.

- 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 directly with the SOAR program director. Students should be picked up on time each day or a late fee will be assessed at the rate of $1 per minute and payment is due at the time of pickup. The SOAR program may include structured homework time and planned activities. If school is delayed due to inclement weather, the before school SOAR program will not operate. If school closes early due to inclement weather, the after-school SOAR program will not operate. If your child attends an off-site, third party before and after school program please direct all communication to the vendor.

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

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

lunch by the school. Parents/guardians will be required to reimburse the school for the cost of the lunch.

Some students may qualify for free or reduced lunch if the household's gross income is within the free or reduced-price limits on the Federal Eligibility Income Chart. Income verification will be required. 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 the recommendations of the student's physician as to the type of and what activities that student is allowed to participate in. Teachers may have to provide non-computer options for school work, and/or provide extra time to complete activities including tests. Coaches may have the student athlete attend practices and/or games but shall not participate in any activities until cleared by the student athlete's physician. Teachers and coaches will continue to monitor the student for any increase in concussion symptoms or change in mood and/or behavior. Students should be sent to the School Nurse if he/she has any increase in symptoms or change in mood and/or behavior.

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

- Centers for Disease Control and Prevention concussion information
- Gfeller-Waller Concussion Awareness Act information

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

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

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

1. Fever of 100.4°F or higher
2. Vomiting or diarrhea
3. Any contagious disease or condition including but not limited to strep throat, pink-eye, chicken pox, head lice, and skin rash.

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

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

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

Students may self-carry and self-administer both prescription and over-the-counter medications only if explicitly indicated in the signed physician's order. This authorization must be renewed annually and kept on file at the school. The school, through the Executive Director/designee,

reserves the right to review and deny a student's privilege to self-carry medications if deemed necessary for the safety and well-being of the student body. Self-carry of controlled substances, including but not limited to ADHD medications, narcotics, and sedatives, is not allowed during school-sponsored activities, including field trips. By allowing their child to self-carry medication, parents/guardians agree to indemnify and hold harmless the school district and its employees from any claims arising from the student's self-administration of medication. The privilege of self-administration may be revoked if the student misuses the medication or demonstrates a lack of responsibility in handling the medication. In the case where self-carry is revoked or denied, the medication will be administered by a trained school staff member.

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

Head Lice

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

Communicable Diseases and Mask Policy

At ESA, we take our duty to provide a safe and healthy school environment seriously and will not tolerate conduct that jeopardizes the safety of others. We believe that our school is a community where we care for each other and think not just about ourselves but about our community when making decisions, especially where decisions could directly and seriously harm others. This policy applies to any communicable disease.

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

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

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

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

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

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

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

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

Website Acceptable Use
Appropriate use of technology resources is the responsibility of all individuals involved in the educational process. The Internet is an educational tool that can greatly benefit instruction and

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

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

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

Internet Use

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

- Engaging in personal attacks including discriminatory, prejudicial, harassing, slanderous, or libelous comments. (Cyber Bullying)
- Damaging computers, computer systems or computer networks; vandalizing, damaging or disabling the property of another person or organization; debilitating or disabling computers, systems or networks through the intentional misuse or overuse of electronic distribution or storage space, e.g. downloading audio or video files not used in the classroom, or the spreading of computer "viruses" through the inappropriate use of files.
- Violating copyright, or otherwise using another person's intellectual property without his or her prior approval or proper citation; using another person's passwords; trespassing in

another person's folders, work or files.

- Criminal acts such as arranging the sale, production or trade of alcohol, drugs, weapons or other controlled substances; engaging in criminal or gang activity; threatening the safety of others or theft of records or information.
- Using the school's computers, internet, or email for personal reasons, e.g. banking, chatting with friends, online auctions, job searches, personal email, and other instances as determined by the school on a case-by-case basis.
- Using the school's computers or network for private commercial or for-profit purposes, product advertisement or political lobbying.
- Wasting district resources. This includes wasting network bandwidth by streaming music or video for non- educational purposes and/or storing personal, redundant, or outdated materials on district computers and servers.
- Accessing hacker-related sites or use of hacking tools or utilities.
- Attempting to circumvent Internet content filtering. Disabling the filter for student use is prohibited as per federal law. (CIPA)
- Running Executable or programs from USB Devices.
- Violating local, state or federal statute.

Computer Use

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

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

Chromebook Program

Students participating in Envision Science Academy's 1-to-1 Issued Chromebook Program must

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

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

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

Plagiarism and Copyright
- Staff and students will not plagiarize works found on the internet. Plagiarism is the taking of ideas or words from others and presenting them as if they were original to yourself. This is inclusive of artificial intelligence (AI) programs such as Photo Math, Chat GPT, Copilot, and others.
- Staff and students will respect the right of copyright owners. Copyright infringement occurs when an individual reproduces a work that is protected by copyright without permission from the copyright holder. This includes downloading copies of songs, movies, or other media, whether from websites or peer-to-peer networks without the permission of the copyright holder.
- Staff and students will not use or duplicate software unless it is in accordance with the appropriate license agreement.
- Students will cite works in an appropriate format.

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

All provisions of this agreement are subordinate to local, state and federal statute.

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

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

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

Inappropriate Network Usage
To the extent practical, steps shall be taken to promote the safety and the security of users of the school's online computer network when using electronic mail, social network websites, chat rooms, instant messaging, and other forms of direct electronic communication. Specifically, as required by CIPA, school policy shall prevent inappropriate network usage including a) unauthorized access, "hacking," and unlawful activities; b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and c) cyber bullying in accordance with the "Protecting Children in the 21st Century Act" established in August 2011. The Federal Communications Commission has specifically noted that Facebook and MySpace are not required to be blocked. ESA will determine whether other social networking websites are harmful.

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

1. The standards and acceptable use of Internet services as set forth in this Internet Safety Policy;

2. Student safety with regard to:
    a. Safety on the internet;
    b. Appropriate behavior while on line, on social networking Web sites, and in chat rooms; and
    c. Cyber bullying awareness and response.
3. Compliance with the requirements of the Children's Internet Protection Act.

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

Personal Student Devices
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, Page 24 of 144 Policies Manual Envision Science Academy 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 and Services for Children with Disabilities

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

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

Some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. Envision Science Academy must ensure that students identified with a disability have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Envision Science Academy provides to each qualifying student with a disability without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. For more information please reference the Policies Manual, 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 note 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 its 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 the beginning of the school year for each grade in grades K-2. If documentation of meeting North Carolina Law is not provided the parent must provide the proper car/booster seat in order for the student to participate in the field trip, including if the parent is the driver. If the documentation is not provided and the parent does not provide the proper car/booster seat then the student will not be able to participate in the field trip.

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 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/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/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/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 and final grade report at the end of each quarter.
- Graded work will be reviewed with students for the purpose of constructive feedback, so the students can identify and learn from their errors.
- Teachers will, through both formative (non-graded) and summative (graded) student work, make every effort to identify gaps in instruction and/or student learning and take steps to correct these gaps, whether they are individual to a specific student or systemic to multiple students in the class.

Academically or Intellectually Gifted (AIG)

As a charter school, we are not required to identify students as Academically or Intellectually

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

Student Records: Withdrawal and Transfers

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

The Family Education Rights of Privacy Act (FERPA)

Parents/guardians have the right to inspect and review their student's educational records at any time by requesting an appointment with the administrator. Through a written request, parents/guardians may seek amendment of the student's records that they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents/guardians may consent to disclosures of personally identifiable information contained in the student's education records; except to the extent that the Act authorizes disclosure without consent. Parents/guardians may file with the Department of Public Instruction a complaint concerning alleged failures by the school to comply with the requirements of this Act.

Code of Conduct

Conduct Partnership Profile

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

It shall be the **RIGHT** of each student to:	It shall be the **RESPONSIBILITY** of each student to:
Attend a school that is safe and supportive, and free from discrimination, intimidation, harassment, and bullying.	Contribute to maintaining a safe and orderly school that is conducive to learning, and to show respect to other people and to property.
Always be treated with respect by other students and school personnel.	Be familiar with and abide by all school policies, rules, and regulations dealing with student conduct.

Have the opportunity to present their version of the facts and circumstances leading up to any disciplinary situation.	Respond to directions given by teachers, administrators, and school staff in a respectful, prompt, and positive manner.
Not be denied participation in any school activity based upon race, color, creed, gender, national origin, disability, religion, or sexual orientation.	Help in solving problems that might otherwise lead to disrupting the learning environment.
Have access to support services that will address their specific needs.	Accept responsibility for their own actions and understand that they can only control themselves.
Receive Due Process during any disciplinary situation or procedures.	Ask questions when they do not understand.

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

Code of Conduct Details

Envision Science Academy has developed discipline guidelines and a rubric that identifies inappropriate and unacceptable behaviors and the corresponding consequences for engaging in these behaviors. The rubric is designed as a guide for teachers and administrators. The Student Code of Conduct is presented as a guide for conduct offenses and corresponding minimum consequences. Specific consequences may vary based on the rule violated, the circumstances surrounding the violation, and the age/grade level of the student. The student's previous

disciplinary record will factor into determining the maximum consequence level. There is no intention in this document to restrict the ability of the school to apply appropriate consequences, i.e., higher levels of consequences may be applied even for a first offense depending on the circumstances of the offense.

While this document contains a guide for most potential types of behavior, it is impossible for school officials to anticipate all types of behavior. At times school officials will have to assign consequences for a range of unanticipated conduct that is disruptive to the educational process. Consequences for these actions are at the discretion of school administration. The School's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973. The Code of Student Conduct prohibits discrimination based on an individual's protected classification under federal law, including antisemitism as defined in G.S. 12-3.2.

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,	Escalation to a Major I Referral

	Written Behavior Agreement, 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 database with the corresponding incident coding.

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

    cybersecurity measures, or use school resources for personal use. For more information, see our Acceptable Use Agreement.
13. **Conspiracy to Commit a Major I Offense** - An agreement and/or concerted effort by two or more persons to commit a Major I offense.

14. **In School Suspension Room Violation** – Failure to comply with rules and procedures when in the Eagle Room for lunch restriction or Alternative Learning Placement (ALP) or In School Suspension (ISS).
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, Written Behavior Agreement	In-School Suspension, 3-10 Days Out-of-School Suspension,
Third Offense	In-school Suspension 1-10 Days Out-of-School Suspension, Written Behavior Agreement Referral for Long Term Suspension 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 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	In-school Suspension, 1-10 day Out-of-School suspension, Referral for Long Term Suspension

	Referral for Exclusion	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 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/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/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.

Envision
Science Academy

Parent and Student Handbook
Acknowledgement Page

_____ _____
Student Name Grade

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

_____
Parent/Guardian Signature

_____
Printed Name

_____
Date