

Falls Lake Academy 2026 – 2027



*A place where community and education combine to celebrate each child's
ambitions so that their full potential can TAKE FLIGHT!*

Student-Parent Handbook

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School's Foundation

Mission

Falls Lake Academy seeks to create a challenging learning environment while striving to meet the academic, social, and emotional needs of our 21st century learners to prepare them for citizenship, leadership, and success in a rapidly changing world. Our school promotes a safe, orderly, caring and supportive community. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our student's learning.

From the FLA Charter Application

"Falls Lake Academy students will be well-prepared to succeed in the academic and social rigors of higher education. In addition, they will have the foundational skills necessary to compete in a global workforce. Grounded in the safety of a community which values each and every one of them, students will seek ways to serve that community. Service to their class, their school, and their wider community will be an ongoing theme which will increase through the years. Falls Lake Academy is thrilled to play a role in the development of the citizens who will guide the future of Granville County, the state of North Carolina, and the United States. We invite you to join us!"

FLA Motto

A place where community and education combine to celebrate each child's ambitions so that their full potential can **TAKE FLIGHT**.

Core Values

We believe students with 21st century skills will become community leaders as well as global leaders.
We believe students will excel academically and socially through community outreach.
We believe students benefit from challenging experiential and traditional learning experiences.
We strive for our school to be a community of eager students, dedicated staff, and committed families

School Governance

Board of Directors

Falls Lake Academy is a non-profit organization. As a non-profit, Falls Lake Academy is governed by a Board of Directors. The Board of Directors has between five and twelve members. The primary responsibilities include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director.

The FLA Board of Directors generally meets on the first Tuesday of every month in the FLA Presentation of Learning room, unless posted and/or published in advance. In accordance with the NC Open Meetings Law and FLA Board policy #2.3000 BOARD MEETINGS, all meetings are open to the public except when the Board enters closed session in accordance with the law to discuss confidential matters. The public is invited to attend all Board meetings. Visitors are allowed the opportunity to address the Board during the Citizen Input section of the meeting. The Board follows Robert's Rules of Order.

The FLA Board of Directors' Policy Manual is posted on the FLA website (www.fallslakeacademy.com). We encourage parents to check the policy manual whenever you have questions about a particular process or procedure.

2026-2027 Board of Directors

Board Members and Positions

Ben Averette, Chair
Will Kapherr, Vice-Chair
Rebecca Marion, Treasurer
Audrey Boone, Secretary

Taylor Potts
Ashley Jacot
Brian Massengill
Garrett Gincley
Toretta Snipes

2026-2027 Administrative Team

Joey Johnson, Executive Director
Leslie Morris, Principal of Elementary School
Kelly Herman, Principal of Middle School
Jodi Pearson, Principal of High School
Kayla Yager, Assistant Principal K-5
Kimberly Allison, Assistant Principal 6-12

STAFF

Administration and Student Services

Joey Johnson	Executive Director (ED)
Leslie Morris	Elementary Principal (EP)
Kelly Herman	Middle School Principal (MP)
Jodi Pearson	High School Principal (HP)
Kayla Yager	Assistant Principal K-5 (AP)
Kimberly Allison	Assistant Principal 6-12 (AP)
Elizabeth Doerfler	Director of Media & Data Services
Christy Kinder	Director of Exceptional Children's Program
Lisa Watkins	Operations and FAST Manager
Brian Brogden	Facilities Manager
Michelle Sykes	AIG Coordinator
Hannah Greene	K-4 School Counselor
Amanda Moore	5-8 School Counselor
Dawn Hicks	High School Counselor
Alex Mosley	Social Worker
Weston Pearson	HS Athletic Director
Karen Teague	Math Interventionist K-5/MS Athletic Director
Tracy Holcombe	Math Coach/Interventionist 6th-9th
Laura Krzywicki	Reading Intervention K-5
Heather Thrappas	EL and Intervention Teacher
Lily Seccia	Executive Administrative Assistant
Andrea Mennella	Elementary/Middle School Receptionist
Jennifer Coker	High School Receptionist
Tracey Ruffin	Nurse
Nancy Pendergrass	Lunch Coordinator/TA
Mitchell Latta	Custodial and Maintenance Technician
Kelsey Pepper	SRO

Elementary (K-5)

Mary Tunstall	Kindergarten	Jacquelyn Creech	4 th grade
Anna Rivera	Kindergarten	Jackie Kemp	4 th grade
Kayla Parham	Kindergarten	Adrienne Scott	4 th grade
Patty Smoak	Kindergarten	Wendy Cooke	5 th grade
Elizabeth Pugh	1 st grade	Rachael Fowler	5 th grade
Jenny Hanson	1 st grade	Chelsea Weeks	5 th grade
Danielle Harrison	1 st grade	Madeleine Hubbard	5 th grade
Molly Voss	1 st grade	Evelyn Guevara Sanchez	TA
Kelly Hallmets	2 nd grade	Kimbely Mozell	TA
Melissa Johnson	2 nd grade	Teresa Wadford	TA
Bailey Credle	2 nd grade	Reba Wheeler	TA
Lisa Scott	2 nd grade	Kim Frazier	TA
Kirsten Hill	3 rd grade	Crystal Jones	TA
Kasey Newcomb	3 rd grade	Robin Thomas	TA
Cindy Carey	3 rd grade	Brittany Wadford	TA
Bridgette Fagala	3 rd grade	Tabatha Boyd	TA
Brittany Hollowell	4 th grade	Melissa Duhon	TA
		Morgan Watkins	TA

Kayla Driver	TA
Brittany Deane	TA
Nancy Pendergrass	TA
Wendy Hyde	TA

K-5 Support

Tricia Swartz	K-5 Art
Austin Denning	K-5 PE
Amanda Weldon	K-5 Media
Lacey McWatters	K-5 Music
Tracy Hill	K-5 PBL Coach
Jessica Pendergrass	K-5 PBL Support Aide
Hannah Proctor	Speech Pathology
Jennifer Myers	EC Inclusion/Resource
Mandi Burleson-Brandt	EC Inclusion/Resource
Belinda Wilkinson	EC Inclusion/Resource
Tiffany Henrikson	EC Inclusion/Resource
Samantha Correa	EC Inclusion/Resource
Beth Milks	EC TA
Amanda Dutton	EC TA
Darcy Brame	EC TA

Middle School (6-8)

Jessica Beal	6 th Science
Mavis Ottley	6 th Math
Jeff Nelson	6 th Social Studies
Kristin Speakman	6 th ELA
Karen Altizer	7 th Science
Kelly Harris	7 th Math
Bobbie Feraco	7 th Social Studies
Morgan Newton	7 th ELA
Katelyn Ryder	8 th Science
Lynn Ritter	8 th Math
Janel Kelly	8 th Social Studies
Cynthia Wrenn	8 th ELA
Corrinna Sammons	6 th -8 th PE
Alicia DeForge	6 th -8 th Visual Art/Yearbook
Sydney Landers	6 th -8 th STEAM/Computer Science
Jessica Linkletter	6 th -8 th Technology and Wellness

Elin Waring	MS/HS Theatre Arts
Amanda Penn	PBL Coach/Reading Interventionist
Kelly Good	EC Teacher
Jennifer Josephson	EC Inclusion/Resource
Ginny Hammett	EC Inclusion/Resource
Kandi Bender	EC TA

High School (9-12)

Amber Adcock	History
Margaret Ohrt	History
Sara Allen	History
McNeill Kelley	History
Victoria Johnson	Math
Robyn Lockett	Math
Jennifer Frederick	Math
Karen Harshbarger	Math
Katie Johnson	English
Jaclyn Bruno	English
Carol Nelson	English
Betsie Forsythe	English
Robert Juza	Science
Logan Allen	Science
Logan Overholt	Science
Asteer Abdelmassih	Science
Barry Moore	Freshman Seminar
April Black	Art
Hadley Blalock	Computer Science
Toni McKoy	Spanish
Dana Vaughan	ASL
Weston Pearson	PE
Brenda Hardison	PE / Health
John Hammett	PE / Health
Missy Lee	PBL Coach /
Junior/Senior Seminar	
Amber Meekins	EC Inclusion/Resource
Lindsay Graham	EC Inclusion/Resource
Lewis Wilkerson	OCS
DeLois Wilkerson	OCS
Jean Kwiatkowski	EC TA

PARENT FLA CHEAT SHEET

PBL or POL = Project Based Learning or Presentation of Learning – At FLA students learn by doing projects together. When they have completed the project, your child will then give a presentation with their group. You should receive emails about dates and times of this happening, parents are not invited to all presentations.

PAA = Personal Adult Advocate - They are like your homeroom teacher. This teacher is assigned to your child and will be contacting you throughout the year to discuss how they are doing and to see if you have any questions or concerns. PAA contacts rotate between phone calls and emails. Answer the phone when they call. It is important. High School students have the same PAA for 4 years.

The Screamer = Monthly Newsletter that comes via Infinite Campus and is posted on the website. The Screamer contains a lot of relevant and important information.

This Week at Falls Lake Academy = Weekly Newsletter that comes via Infinite Campus every Sunday night.

Infinite Campus = Student\Parent website used for grades, attendance and communications - You will be hearing the word “Infinite Campus” a lot. Your child should be set up with Infinite Campus at the beginning of the year. With this website you can follow your child’s grades, see behavior; bad and good; email your child’s teacher, and see homework assignments.

North Lot, South Lot = The parking lot near the high school is considered the North lot. The parking lot near the softball field is considered the South lot. Visitors should only park in the front parking spaces of each building or in the South lot whenever possible.

GAP = Granville Athletic Park located at 4615 Belltown Road, Oxford NC 27565. FLA Varsity baseball currently has its home field at the GAP.

BAP = Butner Athletic Park located at 1105 West B Street, Butner NC 27509. FLA Middle School baseball has its home field at the BAP.

Resources for Parents

We have an app! Just search “Falls Lake Academy” in the App Store.

<http://www.fallslakeacademy.com/>

<http://www.flaathletics.com/>

[This Year's Calendar 2026-2027](#)

Each specific group also has a facebook page with need to know information – LIKE the page and stay connected.

Frequently Asked Questions

Do I have to attend the PBL\POL? Yes, a family member is expected to attend your child's PBL\POL presentation. Non-FLA students/children are discouraged from attending POL's.

How is PBL\POL scheduling done? The lead teacher for that PBL\POL will communicate the date\times via email.

When and how will I hear from my child's PAA? The PAA must touch base with you once every month; they will contact you via phone or email. If you do not hear from your child's PAA within the first few weeks of school, please contact the school to double check your contact information.

Are hot lunches available? Yes, you will need to order them on-line within the designated time frame, look for the emails. Information is on the FLA website.

How many volunteer hours do students need? It varies per grade; K, 1, 2 = 5 hrs; 3, 4, 5 = 7 hrs; 6, 7, 8, 9, 10, 11, 12= 10 hrs. This does not include hrs required by NJHS or NHS. Student hours can be at school or in the community.

How many parent involvement hours are parents expected to complete each year? Parent involvement hours are per family and should total 10. Parent involvement hours must be completed at school or through school activities.

Where do I record volunteer / community service hours? Hours are recorded on our EduForm website. The website is: tinyurl.com/flastudenthours

How do I stay informed? Pay close attention to Parent Square notifications and review information in Infinite Campus often! You will receive LOTS of messages so read carefully.

Do I need a background check? Yes, if you plan on working with students for your volunteer hours, i.e attending a field trip, or working in a classroom, or the hot lunch counter.

Is there after school care? Yes, FAST (Firebirds After School Time) – Mon thru Fri 3-6pm

I need to pick-up my child early, what do I do? An Adult must come to the office to check out students early. A photo ID is required and the adult must be listed as a pickup in the student information system. Students cannot be picked up outside of the carpool line after 2:15pm-elementary, 2:45pm-middle and 3:05pm-high school.

Is the grading system different at FLA? Yes.

For K-8 grades, the grading is 90-100(M) 80-89(P) 70-79(NW) Below 70(NY). Anything below 70 is Failing.

For 9-12 grades, 90-100(A), 80-89(B), 70-79(C), 60-69(D), Below 60(F).

Carpool – It is different for Elementary, Middle and High. Keep the hand-out. Make sure you have your carpool code for elementary and middle school pickup. See the map for details on the flow.

Non-Discrimination

Equal Education Opportunities

Falls Lake Academy provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school. The school will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance, and extracurricular activities. The School adheres to the legal obligations and requirements under all state and federal laws, including, without limitation, the Americans with Disabilities Act and Amendments, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education. Please see Attachments D for Title IX Policies and Grievance Process and Attachment E for Non-Title IX Bullying and Harassment Policies and Grievance Process.

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

- The Executive Director, Principal or Assistant Principal;
- For Title IX harassment and discrimination, contact the Title IX Coordinator and review the Title IX policy;
- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact the Executive Director and review the non-Title IX policy found here, [Falls Lake Academy Board Policy Manual - 1.7110 TitleIX Comprehensive Policy R.docx.pdf](#) as well as the Title VI policy found below.

Title VI

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

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

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

Compliance with Other Laws

Falls Lake Academy shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall comply with all applicable federal, state, or local health and safety laws and regulations. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

Religious Accommodations

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

School Campus Expectation Policy

Purpose: To establish shared expectations for the School community and encourage frank, respectful engagement.

At Falls Lake Academy, we are very fortunate to have a supportive and friendly parent and guardian body. Our parents and guardians recognize that educating children is a process that involves partnership between them and the School community. We understand and value the importance of sustaining a good working relationship between our families and educators to equip children with the necessary skills for adulthood. We greatly appreciate our parents' commitment to entrusting their children's education to us and thank them for supporting our unique school programming through which we engage our students daily. We welcome and encourage parents/guardians to participate fully in the life of our School. So we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding, the purpose of this policy is to remind 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/guardians need to work together for the benefit of their children.
- Demonstrate that all School community members 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 to cultivate open dialogue while seeking peaceful solutions.
- Engage the School with an open mind to help resolve any issues of concern.

To support a peaceful and safe School environment, the School will not tolerate parents, guardians, and visitors who exhibit the following:

- Disruptive actions that interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot, office area, or any other area of the School grounds
- 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 parents/guardians, or students, regardless of whether or not the action constitutes a criminal offense.
- Damaging or destroying School property.
- Abusive or threatening e-mails, 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 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. Please communicate with the School staff so that we may investigate and handle such concerns.
- Carrying weapons, smoking, and/or consuming alcohol or other drugs whilst on School property, unless permitted for a specific event approved by the Board of the Executive Director.
- Animals/pets brought onto the School premises without permission. Please note: *Service animals are permitted. For more information, please see this handbook's Service Animal policy.*

Adult Code of Conduct

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

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

1. Always be respectful to the staff, students, and other school community members.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting prior to coming to campus..
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to school staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten school staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

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

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation immediately.

3. Possible script: *“Unfortunately, we need to end this conversation here. I understand you are upset, but we cannot continue until we can communicate with a calm tone and appropriate language.”*
4. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

To the extent that an adult’s actions/behavior fall below the code of conduct, the adult can be subjected to general disciplinary action by the administration. *Due to the severity of any action, the person can be immediately removed and/or permanently restricted from re-entry (trespassed).

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

Banning (Trespass) from Campus

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

Parent and Family Engagement

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

Definition of Parent and Family Engagement

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

1. Parents and family members play an integral role in assisting their child’s learning;
2. Parents and family members are encouraged to be actively involved in their child’s education at school;
3. Parents are full partners in their child’s education, and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

4. The school utilizes activities to support parent and family engagement in the Title I programs.

Purpose and Operation of Title I Program

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

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

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

Annual Meeting and Program Evaluation

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

Parent and Family Engagement Efforts

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

The Executive Director shall ensure that this School-level parent and family engagement plan is developed, agreed upon, and annually distributed to parents and family members of participating students. In addition to the School-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities. They must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

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

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

Notice Requirements

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

Program for English Learners

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

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

School Report Card

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

- Information, both in the aggregate and disaggregated by category, about:
 - Student achievement,
 - Graduation rates,
 - Performance on other school quality and/or student success indicators,
 - Progress of students toward meeting long-term goals established by the state,
 - Student performance on measures of school climate and safety, and, as available,
 - Rate of enrollment in post-secondary education;
- Performance of the School on academic assessments as compared to the state as a whole, and the performance of each school on academic assessments as compared to the state and the School as a whole;
- Percentage and number of students who are:
 - Assessed,
 - Assessed using alternate assessments,
 - Involved in preschool and accelerated coursework programs, and;
 - English learners achieving proficiency;
- Per-pupil expenditures of federal, state, and local funds; and
- Teacher qualifications.

Teacher Qualifications

At the beginning of each year, School officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the

student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner.

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

Student's Academic Growth and Achievement

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

Parental Rights and Opportunities for Involvement

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

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

Website Distribution of Information

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

1. The School Report Card, as described above; and
2. Information on each assessment required by the state and, where feasible, by the School, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

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

LUNCH ORDERING WINDOW

	Ordering Window Opens	Ordering Window Closes @ 12noon	Lunches Served
September	August 19	August 26	September 1 - September 30
October	September 17	September 25	October 1 - October 30
November-December	October 20	October 27	November 2 - December 17
January	December 3	December 10	January 5 - January 29
February	January 20	January 27	February 1 - February 26
March	February 17	February 24	March 1 - March 25
April - May	March 17	March 24	April 5- May 6

Social Media (Utilizing the School name or brand)

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

Misuse of the Brand (Defined)

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

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

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

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying in accordance with the student/parent employee handbook and any other school policies.

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

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

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

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

Social Media Citizenship Standards & Expectations

Students should understand that as members of the School community, they represent the school at all times. When using social media sites, including but not limited to Twitter, Facebook, Instagram, Vine, and Snapchat, etc. they must do so responsibly and are accountable for their actions at all times. Students should also understand that when using social media, they are bound by the rules of student behavior as outlined in the school's student handbooks. The school will only intervene in a student's use of social media if a parent, teacher, coach, administrator, or student reports an issue that is harmful to the health and well-being of the school community. Cyberbullying, in the form of student-to-student or student-to-teacher, will be handled as any other form of physical or emotional bullying. Students should expect the school administration to take note of and, if necessary, take disciplinary action in response to information communicated digitally that:

- conveys a physical threat toward a student, teacher, or administrator;
- advocates for the immediate violation of any laws or school rules;
- defames or denigrates individuals affiliated with the school community;
- impersonates any member of the school community;
- suggests that one's blog, website, or other digital communication is sponsored by or affiliated with the school.

For violations of the policy, see Code of Conduct.

Academics & Curriculum

Academic Honesty

Academic honesty is required by Falls Lake Academy, and any form of academic dishonesty is a violation of the School's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating and includes but is not limited to the following; working with another person(s) without permission, copying someone else's work, sharing your work with others without permission, unauthorized use of notes or books on examinations, tests or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the instructor; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts, or ideas as one's own without proper citation. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

School Honor Code

The purpose of the Honor Code at Falls Lake Academy is to build a community of honor and trust among administrators, teachers, students, parents, and staff.

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

Integrity: I will strive to be honest, truthful, and transparent in all academic endeavors. I will not engage in cheating, plagiarism, or any form of academic dishonesty that compromises the integrity of my work. This includes the unauthorized use of Generative AI (such as ChatGPT or Grammarly composition aids).

Respect: I will treat all individuals—peers, teachers, and staff—with respect, dignity, and kindness. I will foster an inclusive and supportive atmosphere, valuing diverse perspectives and embracing differences.

Responsibility: I will take responsibility for my own learning, actively participating in class discussions, completing assignments diligently, and seeking assistance when needed. I will arrive prepared and punctual for all classes.

Intellectual Growth: I will engage in intellectual pursuits with curiosity, open-mindedness, and a willingness to explore new ideas. I will embrace challenges as opportunities for growth, both academically and personally.

Collaboration: I will collaborate with my peers in a constructive and ethical manner, respecting their contributions and ideas. I will acknowledge and credit the work of others appropriately, avoiding any form of unauthorized assistance.

Confidentiality: I will respect the privacy and confidentiality of others, refraining from sharing or misusing personal information or academic materials without explicit permission.

Digital Citizenship: I will use technology responsibly, adhering to acceptable use policies and practicing good digital citizenship. I will not engage in cyberbullying, harassment, or any form of online misconduct.

Environment: I will respect the school environment, maintaining cleanliness, and taking care of shared resources and facilities. I will act responsibly and conscientiously, promoting sustainability and a positive learning atmosphere.

Reporting Violations: I understand the importance of upholding the Honor Code, and I will report any observed violations to the appropriate authority, without fear of retribution or judgment.

Students in grades 6-12 will sign to acknowledge they have read, understood, and agreed to abide by the principles and responsibilities outlined in this Honor Code. This includes the understanding that any violation of this code may result in appropriate consequences, including but not limited to academic penalties and disciplinary action. See discipline policy below.

Reporting of Honor Code Violations

Each School student is honor-bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is a violation of the Honor Code. All students, staff, and

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

Consequences for Violating the Honor Code

Students are expected to follow the school's Code of Conduct 4.3600 Code of Student Conduct and hold students accountable when and where discipline is needed.

Schedule Changes

Middle and High School

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

Withdrawal Procedures

If a parent would like to withdraw their child from School, they should fill out the Student Withdrawal Form that can be obtained from the office. Parents are required to list their student's next school on the form at the time of withdrawal. If the student will be homeschooled, a copy of the state-issued official non-public homeschool record must be provided for the student to be withdrawn. A records request for one of our current students from a new school is considered a withdrawal request; if a legitimate records request is received, the records will be sent, and that student will be withdrawn from Falls Lake Academy. If a parent submits a Student Withdrawal Form, that student will be withdrawn from Falls Lake Academy and the student records will be sent to the new school once a records request from the new school is received.

Student Files- FERPA

(THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT)

Falls Lake Academy will adhere to all federal laws relating to maintaining student files. The following information regarding the Family Educational Rights and Privacy Act (FERPA) comes from the U.S. Department of Education website at <https://studentprivacy.ed.gov/ferpa>.

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

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such

as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

Confidentiality of Student Records

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

[Legal reference: G.S. 115C-402; 20 U.S.C. 1232g.]

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

Right to Know Under the Every Student Succeeds Act

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

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

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

Whether the student's teacher:

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

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

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

In addition, parents have the right to information about:

- The School's Improvement Plan.
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel.
- Opportunities for parent involvement and input.
- The Title I Parent Involvement Plan and School Parent Involvement Plan.
- School Report Card.

The Protection of Pupil Rights Amendment

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

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

The School has developed and adopted policies regarding these rights, as well as arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at the beginning of each School year and after any substantive changes. The School will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook at the start of each school year of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Directory and Photo/Video Permission Granted

Photo/ Video

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

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

Exceptional Children

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

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

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

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

Who does this Program serve?

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

What is an IEP?

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

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

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

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

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

Contact your building principal or guidance counselor.

Section 504 of the Rehabilitation Act

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

What is A 504 Plan?

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

What is considered a disability under Section 504?

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

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

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

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

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

Your building principal and/or school counselor.

PROJECT CHILD FIND

Falls Lake Academy participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services.

EC Services Under the IDEA

(Individuals with Disabilities Act)

FLA provides a free and appropriate publicly supported education, in the least restrictive appropriate environment, to every enrolled child with. FLA complies with the State Board of Education's Procedures Governing Programs and Services for Children With and with the Individuals With Disabilities Act and its implementing regulations.

Every child suspected of having a disability is entitled to a multidisciplinary evaluation. All testing and evaluation materials and procedures will be nondiscriminatory, administered in the child's native language and are at no cost to parents.. Parents will be invited to participate in every step of the evaluation and identification process. Based upon the evaluation, FLA staff will work with the parents to develop an Individualized Education Plan (“IEP”).

Outside Providers and Dual Enrollment

(Refer to Policy 3.2000 PROVISION OF PERSONNEL AND SERVICES ON CAMPUS)

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

Services for Academically or Intellectually Gifted Students

Falls Lake Academy provides services for students identified as Academically or Intellectually Gifted (AIG) in accordance with North Carolina law and the School's Board-approved Local AIG Plan. North Carolina defines academically or intellectually gifted students as those who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.

Parents/guardians, teachers, school staff, and others with knowledge of a student's abilities may nominate a student for AIG consideration. Students referred for evaluation are assessed using multiple criteria, which may include cognitive ability assessments, standardized achievement measures, classroom performance, student work samples, and other appropriate data, consistent with the School's Local AIG Plan.

Information regarding the nomination process, the Falls Lake Academy Local AIG Plan, and the AIG Program Guide is available on the School's website under **Links – AIG Plan and AIG Program Guide**.

ACADEMIC PROGRAM

21st CENTURY SKILLS and 21st CENTURY LEARNING

Today's students face a very different world than their parents faced. FLA pays close attention to learning which prepares our students to be successful in the world of college, work, or whatever else they choose to do when they leave us. This effort includes all the following, and more.

NC STANDARD COURSE OF STUDY

FLA follows and is tested on the North Carolina Standard Course of Study. (<http://www.dpi.state.nc.us>). Students in grades 3-8 participate in the End Of Grade tests for Reading and Math. Students in grade 3 participate in the Beginning of Grade Test for Reading. Students in grades 5 and 8 participate in the End of Grade test for Science. North Carolina End of Course exams are given for Biology, Math I, Math III, and English II.

High school exams are during the last 5 days of the semester. EOC exams cannot be made up on a different week. Students must take during this week.

CURRICULUM

Teachers use the curriculum provided at various grade levels. We also acknowledge that our teachers are professionals and trust them to use appropriate material to meet the NC Standards. Parents are encouraged to schedule a meeting with teachers to review any materials that will be used in the classroom if they desire.

PROJECT-BASED LEARNING (“PBL”)

PBL is a highly-refined system of teamwork-centered, research-using learning activities designed to bring students into a deeper, much more thorough understanding of the subject material and the process by which that understanding is demonstrated. Throughout the school year, parents are invited to observe their child’s POL (Presentation of Learning) presentations. PBL presentations are graded assessment activities which count heavily in student grading and promotion. PBL projects are graded in three categories: Content, Collaboration, and Presentation. Content grades go in the gradebook and collaboration and presentation grades are averaged together and go on report cards. . Students must dress appropriately for Presentations of Learning. Expectations for PBL are that students will collaborate and be able to publicly present their findings.

GRADING SYSTEM

FLA students in grades (K-8) are graded on their mastery levels of the learning objectives in the various subject areas (reading, math, etc.). Students are graded on a grading scale as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Numerical span</u>
M	Mastery of most subject-area learning objectives	90-100
P	Proficiency on most subject-area learning objectives, but not mastery	80-89
NW	Needs Work: Passing, but not yet proficient	70-79
NY	Not Yet- Not passing	Below 70
INC	Course requirements are incomplete; student’s grade cannot be calculated*	

*The grade of “INC” reverts to the grade of “NY” at the end of the term if not rectified

FLA students in grades (9-12) are graded on their mastery levels of the learning objectives in the various subject areas (reading, math, etc.). Students are graded on a grading scale as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Numerical span</u>
A	Mastery of most subject-area learning objectives	90-100
B	Proficiency on most subject-area learning objectives, but not mastery	80-89
C	Average, Not Proficient	70-79
D	Below Average	60-69
F	Failing	Below 60
INC	Course requirements are incomplete; student’s grade cannot be calculated*	

*The grade of “INC” reverts to the grade of “F” at the end of the term if not rectified

GRADING: K-12

It is our desire to use grading to drive mastery learning for the standards established for each course, provide effective communication, and use grading to reflect proper assessments of students in their courses. For these reasons, FLA provides retesting options based on course level, consistent grade categories and scales across grade levels, and help according to student need.

- Grades are kept in Infinite Campus, our online gradebook system.
- All grades should be entered into Infinite Campus within 5 working school days from collecting the assignment.

- Late assignments will be accepted and graded for full credit by the teacher for up to 2 school days for K-5. Late assignments for middle and high school will be accepted and graded by the teacher for up to 1 school day. Work submitted after the assigned deadline will receive a 20% deduction. Late work will be graded based on accuracy, in addition to the late deduction. A zero will be given for work not turned in after 1 day.
- Students have 3 school days to make up assignments missed during an excused absence. Therefore, if a student misses 2 days, then he/she has 6 school days upon returning to school to turn in missing assignments. If a student was present during instruction, he or she will be expected to complete assignments/assessments upon return to FLA including being prepared for a project.
- Students have 1 school day to make up missed assignments per unexcused absence. This includes suspensions from FLA. Students who are suspended must be prepared to turn in/take the test on the day they return according to due dates.
- Grades are updated in Infinite Campus frequently. Parents should check grades weekly and contact the teacher for questions.
- If students are not completing assignments as instructed on a regular basis, parents will be notified and students will be asked to attend Lunch Academy and/or Firetime depending on your school. This applies to work missing from excused absences as well.

In Grades, 3-8

Categories:

1. 40% Major - Tests, Projects, Essays, PBL Content Grades, Summative assessments (2-4 assignments per quarter)
2. 60% Minor - PBL Check-ins, Quizzes, Classwork, labs, Quick-checks, Formative assessments, Vocabulary (9-12 assignments per quarter)

In Grades, 9-12

Categories:

3. 60% Major - Tests, Projects, Essays, PBL Content Grades, Summative assessments (2-4 assignments per quarter)
4. 40% Minor - PBL Check-ins, Quizzes, Classwork, labs, Quick-checks, Formative assessments, Vocabulary (9-15 assignments per quarter)

-All assignments should be out of 100 points, using percents

-Vocabulary should not be graded separately.

Testing & Retakes

Grades 3-8

- No major assessments requiring studying over the weekend should be given on a Monday.
- Reteach/Retake opportunities will be capped at two retests per quarter, per subject area, for major assignments.
- Re-teaching must occur prior to retake.
- The retake grade (unless it is lower than the original grade) should replace the original grade in Infinite Campus. The retake grade can also replace previous quiz grades by teacher discretion. Put the original grade in the comments section of Infinite Campus.
- Retakes should be completed within 5 school days.
- Only one retake is allowed per major assignment.

- Teachers must set parameters for retake eligibility. For example: completion of study guide, completion of homework, attendance of tutoring, etc.
- Students may retake a major assignment regardless of the original test grade, if they complete the retake requirements.

Grades 9-12

- No major assessments requiring studying over the weekend should be given on Monday.
- Retests for standard level courses are capped at two retests per quarter for major assignments.
- Retests for honors level courses are capped at one retest per quarter for major assignments.
- There are no retests for AP level courses for major assignments.
- Re-teaching must occur prior to retake.
- The retake grade (unless it is lower than the original grade) should replace the original grade in Infinite Campus. The retake grade can also replace previous quiz grades by teacher discretion. Put the original grade in the comments section of Infinite Campus.
- Retakes should be completed within 5 school days.
- Only one retake is allowed per major assignment students choose to retest on.
- Teachers must set parameters for retake eligibility. For example: completion of study guide, completion of homework, attendance of tutoring, etc.
- Students may retake a summative assessment regardless of the original test grade, if they complete the retake requirements.

Homework

- Students should have the skills to complete homework independently. If students cannot complete independently, differentiated homework should be assigned.
- Homework should be given on a skill that has been previously taught.
- No more than 10 problems per night should be assigned.
- Homework may be assigned for informational purposes only.
- Homework should be limited to 30 minutes per night per class. Parents/Students should be encouraged to reach out to the teacher if homework is taking longer than 30 minutes.
- K-2 students should not have more than 30 minutes of homework per night for all subjects; this includes any practice, reading or studying for assessments.
- No homework should be assigned on weekends or over holidays/breaks. This includes studying for tests/quizzes/completing study guides.
- No projects should be completed at home.

State Testing

All School students in grades 3-12th will take the North Carolina required state tests. These tests include the following:

3rd Grade

- Reading BOG (takes place before the 20th day of school)
- Reading EOG
- Math EOG

4th Grade

- Reading EOG
- Math EOG

5th Grade

- Reading EOG
- Math EOG
- Science EOG

6th & 7th Grade

- Reading EOG
- Math EOG

8th Grade

- Reading EOG
- Math EOG or Math I EOC if taking Math I in 8th Grade
- Science EOG

ESL Students Only (Grades K-12)

- ACCESS

HS Exam Exemption Policy

For any class that has a written exam that is not an EOC, a student may qualify for an exam exemption by meeting the criteria listed below.

- No more than 4 absences in the course for the semester (this includes both excused and unexcused absences including educational and college visits). Suspensions will count against the 4 absences.
- No more than 3 tardies for the course for the semester.
- Please note for exam exemption purposes, 3 tardies in a course equals an absence for that course.
- Students must have a mastery (90 or above) in the course.

If the class has a final project or is a performance based class with a final performance, exam exemptions do NOT apply. Please note that school sponsored activity absences such as field trips, athletic events, and AP testing do not count against the student's number of absences.

Report Card Standards and Reporting

We issue report cards each quarter at our school. We provide a comprehensive report card for every student that is designed to provide meaningful insight into your child's achievements and areas for improvement. This is designed to ensure that you're equipped with clear information about your child's academic journey.

Students in Kindergarten through Second Grade are provided Standards-Based Report Cards. This means that instead of receiving traditional letter grades, parents will see an evaluation based on specific standards or learning objectives in various subjects. These standards are aligned with state and national educational benchmarks. You can expect to find detailed assessments in areas such as literacy, numeracy, social skills, and more. These reports aim to provide a holistic understanding of your child's progress and areas they excel in or may need additional support with.

As students progress from Third grade through Twelfth grade, our reporting system transitions to subject-based report cards. This reporting provides evaluations for each subject, usually marked with grades. These grades reflect your child's performance in specific subjects like mathematics, science, language arts, social studies, and more. Additionally, these reports may include comments from teachers, offering insights into your child's strengths, areas of improvement, and suggestions for continued growth.

The report card reporting is aimed at encouraging open communication between parents and teachers. If you have any questions or concerns about your child's progress, don't hesitate to reach out to your child's teachers. We believe that a collaborative effort between home and school is key to fostering a supportive learning environment for your child.

Promotion/ Retention/ Academic Standards

All students will be expected to master the grade-level material each year. The teachers at Falls Lake Academy will assess each student throughout the school year to track their progress towards mastery. All data, work samples, and other academic evidence will be kept in each student's portfolio when applicable. All data, work samples, and other academic information will be considered. If a teacher is concerned about a student's academic progress or behavior, they will bring the concern directly to the Student Support Team. The Student Support Team includes the Principal, the School Counselor, the Director of Student Support and Testing, the Exceptional Children's Director, The Student Support Team will discuss the teacher's concern and create an intervention plan. The teacher will communicate the details of the plan with the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the Principal and/ or Director of Student Support and Testing by following the required steps. If necessary, the Principal, teacher, parent, student, and/or Director of Student Support and Testing will meet to discuss the student's academic progress, and an additional intervention plan will be implemented. Any student being considered for retention should have been referred to the Student Support Team. At the end of the school year, the Principal will review all of the data in the student's file, and a final decision will be made about the promotion or retention of the student.

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

Board policy **#3.8100 PROMOTION AND RETENTION** governs the standards for promotion and retention at Falls Lake Academy. Teachers are expected to know and understand the standards for promotion and retention and should be able to clearly communicate student progress towards such.

Promotion/ Retention Criteria

Student must meet the following criteria to be eligible for promotion to the next grade level:

A. Early Elementary Grades (K-2)

1. Satisfactory performance on all relevant [K-2] state literacy and math assessments
2. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion
3. Satisfactory performance on all quarterly PBL project content and presentations

4. Satisfactory completion of not less than 5 hours of approved school and/or community service throughout the school year

B. Upper Elementary/ Middle Grades (3-5)

1. Satisfactory performance on all relevant state assessments
2. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic subjects
3. Satisfactory performance on all quarterly PBL project content and presentations
4. Satisfactory completion of not less than 7 hours of approved school and/or community service throughout the school year

C. Middle Grades (6-8)

1. Passing final grades in all core academic classes and
2. Satisfactory completion of not less than 10 hours of approved school and/or community service throughout the school year and
3. Satisfactory performance on all quarterly PBL project content and presentations and
4. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic classes and/or
5. Satisfactory performance on all relevant state assessments and/or

D. High School (grades 9-12)

In order for students to receive credit for a high school course, the following criteria must be met:

1. Passing final grades for high school level courses offered at FLA or approved by the FLA administration for transfer from: other schools or colleges or NC Virtual Public School approved high school course offerings
2. Satisfactory performance on all state-mandated End-of-Course (EOC) tests and other state-mandated testing program requirements for graduation
3. Satisfactory performance on pre-approved PBL projects and presentations
4. Satisfactory completion of not less than 10 hours of approved school and/or community service

Course Credit Classification: (also listed in 3.8150 Academic Course Credit)

- a) Classification as Freshman: All students are classified as Freshmen in their first two semesters of high school, regardless of credits earned
- b) Classification as Sophomore: a student must have passed the number of units equal to his/her maximum potential less 2 units. One credit must be English I.
- c) Classification as Junior: a student must have passed the number of units equal to his/her maximum potential less 3 units. One credit must be English II.
- d) Classification as Senior: Enough earned course credits to be within reach of graduation by the end of that school year. One credit must be English IV.

*Maximum potential is defined as an individual student's opportunity to have earned high school credit. For example, a freshman enrolled at FLA for a full academic year has the maximum potential to earn 8 credits per year. To be classified as a sophomore, that student must pass 6 credits, one of which must be English I.

High School Course Repetition for Credit Policy

Falls Lake Academy recognizes that, in limited circumstances, repeating a course for credit may be in the best academic interest of a student. This policy establishes the criteria under which students may repeat a high school course for credit in accordance with North Carolina State Board of Education policy.

Eligibility to Repeat a Course for Credit

Students may be approved to repeat a high school course for credit under one or more of the following circumstances:

1. **Graduation Requirement**
 - The course is a required course for graduation, and repeating the course is determined to be in the student's best academic interest.
2. **Course Taken in Middle School**
 - The student completed the high school course while enrolled in the eighth grade and desires to repeat the course during high school to strengthen foundational knowledge and skills.
3. **Course Grade Between 60 and 75**
 - The student earned a final grade between **60 and 75** in the course and wishes to improve content mastery and academic preparedness for future coursework.

Approval to repeat a course is subject to administrative review (ie: School Counselor, High School Principal, Executive Director). Approval is based on the student's academic needs, graduation plan, and available scheduling.

Grade and Credit

- Students repeating a course for credit shall receive a new final grade for the repeated course.
- When a student successfully repeats a course for credit, the student earns **only one unit of graduation credit** for that course, regardless of the number of times the course has been completed.
- Both course attempts will remain on the student's official transcript in accordance with state guidelines.
- FLA does not do grade suppression.

End-of-Course (EOC) Assessments

Students repeating a course that requires a North Carolina End-of-Course (EOC) assessment shall comply with all current state testing requirements.

- Students repeating a course for credit must receive a course grade and complete the associated EOC assessment.
- Students who previously earned a **Level 3, Level 4, or Level 5** on the associated EOC assessment may choose either:
 - to **retake the EOC assessment**, or
 - to use the previously earned passing EOC score as at least **20% of the final course grade**, as permitted by North Carolina State Board of Education policy.

- If the student elects to retake the EOC assessment, the **higher of the two EOC scores** shall be used in calculating the final course grade.

Additional Notes

- Students may repeat a course only when space is available and repeating the course does not negatively impact progress toward graduation.
- Repeating elective courses for the sole purpose of improving a GPA is not permitted
- The principal reserves the authority to approve or deny requests based on the student's individual academic plan and the best interests of the student.

High School Graduation Standards

[Board policy 3.8200 HIGH SCHOOL GRADUATION AND EXIT STANDARDS]

The Board believes that Falls Lake Academy graduates should exemplify the highest standards possible in terms of preparation for the world beyond high school including success in college and the world of work, national and global citizenship and competitiveness, and community involvement. To that end, the Board adopts these high school graduation and exit standards, by which FLA Principals and teachers shall determine how graduating students shall be identified, approved, and honored as FLA graduates.

GRADUATION REQUIREMENTS

All students will be awarded a North Carolina High school diploma upon successful completion of one of the two following tracks:

- A. Future Ready Core Course of Study Track: All students at Falls Lake Academy will be placed on the North Carolina Future Ready Core Course of Study Diploma track, unless otherwise qualified. Students will be required to successfully complete the graduation requirements as described in State Board of Education Policy [GRAD-004](#), as well as any additional FLA requirements for graduation. Please see chart 1 for these requirements. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time.
- B. Future-Ready Occupational Course of Study Track: To the extent possible, students with disabilities shall be held to the same graduation standards as all other students. However, certain students with active Individual Education Plans (IEPs) who qualify on the basis of those IEPs shall be awarded a North Carolina High School Diploma upon successful completion of the graduation requirements as described in State Board of Education Policy [GRAD-004](#), as well as any additional FLA requirements for graduation. Please see chart 1 for these requirements. Course unit requirements for the Future-Ready Core Occupational Course of Study differ depending on the year a student enters ninth grade for the first time.
- C. Students with Individualized Education Plans, who are following the Extended Content Standards per their IEP, will be awarded a Graduation Certificate in accordance with the standards set forth in State Board Policy [GRAD-010](#).

FLA Additional Requirements

Courses:

Freshman Seminar or equivalent course approved by administration for transfer students (1 Credit)

World Languages- all students are required to take at least 2 semesters of a foreign language, both of the same world language (2 credits)

Electives- (3+) depending on total credits required for graduation

Note to Students Who Complete Math I in 8th Grade: If a student's 8th grade performance in Math I was below an 80, the student will repeat Math I at the high school level. We are aware that this can be difficult for students and parents. However, Math I is the foundation for future maths and it is our experience that students who do not obtain at least an 80 in 8th grade Math I will struggle as well in Math II, III, and IV.

Capstone Project:

Every senior will complete a capstone project and present the project during Capstone night.

Community Service:

Students at Falls Lake Academy will be required to complete a minimum of 10 community service hours each year as a promotion requirement. Seniors also must meet the 10 community service hours as a requirement for graduation.

Total Credits FLA: (minimum)

28 for students entering HS 2021-2022 and beyond

FLA Additional Requirements

Graduation Project:

Every senior will complete a capstone project and present the project during Capstone night or another time as determined by student needs

Community Service:

Students at Falls Lake Academy will be required to complete a minimum of 10 community service hours each year as a promotion requirement. Seniors also must meet the 10 community service hour minimum requirement for graduation.

Total Credits FLA: 22 (minimum)

II. NON-GRADUATION, DELAYED GRADUATION

Students who do not graduate due to their failure to meet any of the criteria outlined in this policy are eligible to seek late graduation through the Promotion Appeals process and/or summer school opportunities as available. (see Board policy 3.8105)

When participation in either process earns a student's graduation, he/she may re-take failed courses and/or re-do any of the requirements outlined in this policy which initially were judged to be insufficient for passing credit. Once such repeated efforts yield satisfactory results, the Principal is authorized to declare the student "graduated" and award him/her any and all of those diploma(s) and honor(s) due him/her.

Students who then meet graduation requirements under these conditions may elect to walk in the next scheduled Commencement Exercises if they choose to do so.

III. GRADUATION PROJECT

All candidates for a North Carolina High School Diploma from Falls Lake Academy shall successfully complete, with satisfactory passing scores, a Capstone Project, formerly called Senior Project. The Capstone Project shall:

1. Adhere to the standards and requirements developed for FLA Capstone Projects by the FLA Director and high school faculty,
2. Begin in a student's junior year with completion in a student's senior year.
3. Contain 5 phases: Driving question, research, paper/video, project/product, and presentation,
4. Provide students a voice and choice in collaboration while allowing students to work individually or in a group of up to 3 students,
5. Include at least one interview as a requirement of the research portion,
6. Be original pieces of research and presentation, subject to regular rules and procedures regulating all forms of academic honesty and integrity,
7. Be presented to other HS students, families, and community members at a designated date during the student's senior year,
8. Carry no course credit nor individual weighted or unweighted grade; however, students will receive numerical grades (ie: not just pass/fail).

IV. EARLY GRADUATION

Students who are on-track to meet graduation requirements by the end of their 7th semester in high school may apply for early graduation at the end of that semester. Students who are approved to graduate at the end of their 7th semester shall be awarded all honors and/or recognitions due them as part of the graduating class of that academic school year, including the privilege of walking in the graduate line at the following spring's commencement exercises (barring other disqualifying factors) and being named in the list of Honor Graduates, if applicable.

V. GRADUATION HONORS

A. Honor Graduates: Falls Lake Academy graduates shall be named Honor Graduates in three categories: *Cum Laude* graduates, *Magna Cum Laude* graduates, and *Summa Cum Laude* graduates. GPA standards for each of the three categories shall be set and periodically reviewed by the Board upon the recommendation of the chief FLA administrator as those standards evolve in North Carolina and surrounding counties. Determination of Honor Graduate status each year shall be determined by the students' cumulative weighted GPAs. Honor graduates shall be identified in the graduation line by specific regalia insignia corresponding to each category.

B. Valedictorian and Salutatorian: The students ranked #1 and #2 in each graduating class, respectively, shall be named Valedictorian and Salutatorian. Both shall be afforded the privilege, barring other disqualifying factors, to speak at Commencement. The ranking of students to determine who will be named Valedictorian and Salutatorian shall be determined by the students' cumulative weighted GPAs, out to the fourth decimal point. If the top two ranked students are tied out to the fourth decimal point, they will both be named valedictorians and the student with the third highest GPA will be named salutatorian.

Please note that a student's GPA on their Infinite Campus transcript will only show up to three decimal places, so in the event of a tie, GPAs will be hand calculated to the fourth decimal place. This may mean that the class rank may show 1 or 2 but that the student is not named Valedictorian or Salutatorian.

C. Additional Honors: Graduates shall be recognized and awarded honors each year for the widest possible range of academic and other significant achievements as approved by the Board upon recommendation of the chief FLA administrator. Such recognition includes, but is not necessarily limited to, such things as the North Carolina Academic Scholars' seal, the International Baccalaureate and/or Advanced Placement program diplomas, and individual FLA awards. FLA medals, pins, and other FLA award insignia relating to these awards may be worn on the students' graduation attire as appropriate. This includes VGCC cords as well.

VI. JUNIOR MARSHALS

The top 10 ranked students in each year's Junior class shall be invited to serve as Marshals at Commencement Exercises for that year, barring other disqualifying factors. The Junior(s) with the highest weighted GPA will serve as chief Marshal(s).

Transcripts

Official transcripts may be requested in person at the main office and require 72 hours' advance notice. Electronic transcripts will be provided free of charge, and hard copies furnished by the school may be provided for a fee. Official transcripts for scholarship applications and final verification to colleges are free and will not count towards the first three transcript requests.

Student Letters of Recommendation

Students requesting a letter of recommendation must request them a minimum of two weeks prior to the date needed. Staff are not required to write the letter of recommendation but if they agree to do so, they

will be expected to furnish the letter to the appropriate party within two weeks. A copy of the letter will be kept on file in the School Counselor's office.

Day-to-Day School Operations and Procedures

Attendance (Students)

EXTREMELY IMPORTANT: FIRST DAY ATTENDANCE IS MANDATORY! ABSENCE ON THE FIRST DAY OF SCHOOL WILL RESULT IN THE LOSS OF A STUDENT'S ENROLLMENT SLOT!

All attendance notes must be sent to attendance@fallslakeacademy.com. Paper copies must be turned into the K-8 or HS front office. Please also communicate the absence with your child's PAA teacher or classroom teachers.

Absences from school or from class, as well as tardies to school or to class, fall into two categories: excused or unexcused. **All absences from school or from class are initially recorded as "unexcused" unless and until the school receives a doctor's note or parent's note within 1 school day following the absence. For tardies, notes must be presented immediately upon arriving for a tardy indicating the reason for the tardy and meeting the acceptable guidelines below. Notes submitted more than 1 school day after the absence will not be accepted to excuse the absence.** A parent note is accepted for sickness up to 3 consecutive days of absence. More than 3 consecutive days of absence requires a note from a medical provider to excuse the absence. The Executive Director/Executive Principal and/or School Principals is/are authorized to approve changing the initial "unexcused" designation for a student's absence to "excused" for any of the following reasons:

- A. Personal illness or injury that prevents the student from being physically able to attend school or class, or to get there on time (* multiple day extended illness)
- B. Quarantine or other isolation ordered by the local health officer or State Board of Health (*)
- C. Death of a member of the student's immediate family (ie: grandparents, parents, siblings)
- D. Medical or dental appointment (*)
- E. Subpoena to appear as a witness in the proceedings of a court or administrative proceeding
- F. Religious observance of an event required or suggested by the students or student's parents' religion (requires signed parent statement affirming religious affiliation)
- G. Participation in a valid educational opportunity not exceeding a 5 day absence with the Principal's prior approval
- H. Student's pregnancy-related conditions or parenting, when medically necessary (*)
- I. Any other absence specifically approved by the Principal. Extra-curricular/Sports opportunities with prior written approval of the school principal are limited to 3 excused absences per year.
With no prior approval, absences will not be excused.
- J. **Students who go to the DMV to get their driver's permit or driver's license and are successful and bring back a copy of their permit or license can get the absence excused (1 per year).**

(*) Statement from a physician generally required

In addition, a student whose parent, legal custodian, or legal guardian is member of the uniformed armed services on active duty and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the Executive Director to visit with that parent, legal custodian, or legal guardian.

Unexcused Absences and Tardies will result in missed educational learning opportunities. Unexcused absences only allow the student 1 day per absence to make up the work.

Excessive Absences

Parents shall be informed periodically about the status of their children's attendance. In addition, the Board reaffirms that class attendance and participation are critical elements of the educational process and will be taken into account in assessing academic achievement and grade promotion.

Falls Lake Academy follows the following attendance procedures:

3 consecutive absences	Teacher phone call to parent/guardian (Documented in Incidents Plus
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Elementary and Middle School: (per year total)

Number of Unexcused Absences:	Activity Assigned:
3 unexcused absences	Letter to parent/guardian through Incidents+
6 unexcused absences	Letter and phone call from school social worker to parent/guardian
10 unexcused absences	Letter and/or attendance meeting and contract (school social worker and Principal) and/or the parent(s)/guardian(s) may be referred to the district attorney of the county in which they are domiciled for failure to comply with the NC Compulsory Attendance Law for any further unexcused absences
15 unexcused absences	Letter, mandatory meeting, Executive Director, Board and/or possible contact of outside agencies and starting court proceedings

Number of Excused Absences:	Activity Assigned:
15 excused absences	Parent notes will no longer be accepted for excused absences. Only official documentation will be accepted.

High School: (per semester)

Number of Unexcused Absences:	Activity Assigned:
3 unexcused absences	Letter to parent/guardian and phone call from school social worker to parent/guardian
6 unexcused absences	Letter to parent/guardian and parent meeting with school social worker
8 unexcused absences	Letter, Mandatory meeting with Principal, students may be denied credit for the course, regardless of their academic grade
10 unexcused absences	Letter, mandatory meeting, Executive Director, Board and/or , contact of outside agencies and starting court proceedings

Number of Excused Absences:	Activity Assigned:
8 excused	Parent notes will no longer be accepted for excused absences. Only official documentation will be accepted.

Specifically:

1. Parents shall be informed when their children have accumulated 3, 6, 10, and 15 unexcused absences and 6 tardies from school and/or from any individual high school class.
2. Upon the occasion of excessive student unexcused absences, the parent(s)/guardian(s) of the student will be called in for a conference with the Principal or his/her designee in which the school administration shall seek to establish an attendance contract to eliminate further unexcused absences. Eventually, if that plan does not work, and/or not earlier than the occasion of the 10th unexcused absence, the parent(s)/guardian(s) may be referred to the district attorney of the county in which they are domiciled for failure to comply with the NC Compulsory Attendance Law.
3. Students shall be subject to escalating disciplinary actions and penalties, possibly including but not limited to those described above/below, when they exceed the amount of unexcused tardies in the policy below.
4. Students may be referred to outside agencies for not meeting our school policy when they exceed 15 unexcused absences from school for Elementary and Middle School, regardless of their academic grade. In addition, FLA could start legal truancy referrals.

5. In the case of high school courses, students may be referred to outside agencies for not meeting our school policy when they exceed 8 unexcused absences, and they may not receive credit for the course. In addition, FLA could start legal truancy referrals.

Classroom Interruptions

Every minute of instructional time is valuable at the School, and the School strives to avoid needless interruptions. If you need to speak to your child's teacher, please make an appointment beforehand. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit.

Tardy/Early Dismissal Procedures

Late Arrival to School

Students are expected to arrive at school on time. Students are considered tardy if they are not in their classroom by the beginning of homeroom (7:45AM for Grades K-5 School, 8:00AM for Grades 6-8, and 8:15AM for High School). Tardiness is only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding, or DMV licensing. In all such instances, for the tardy to be excused, proper documentation is required from the doctor/dentist's/DMV office upon arrival.

Parents of elementary and middle school students MUST bring their child to check in. Parents of elementary and middle school students MUST come into the office to check students out of school.

Excessive Tardies

Students are allowed 5 unexcused tardies per semester. Tardies are only excused by statement from the School Principal as a result of a school-wide impact event or with a note from a medical provider or court for court proceedings. Parent/Guardian notes are not accepted to excuse tardiness. Schoolwide tardies can be excused by Principal or Executive Director (ie. traffic accidents, weather related, etc).

Elementary/Middle School

Number of Unexcused Tardies:	Consequence Assigned:
6 Unexcused Tardies	Letter to parent/guardian through Incidents+
8 Unexcused Tardies	Parent conference with school social worker
10 Unexcused Tardies	Referral to Principal, 1 Day OSS
12 Unexcused Tardies	Letter to Parents from Executive Director explaining next steps
16 Unexcused Tardies	Referral to Board of Directors, and/or possible contact of outside agencies and starting court proceedings

High School

Number of Unexcused Tardies:	Consequence Assigned:
6 Unexcused Tardies	Referral to Principal, Lunch Detention
7 Unexcused Tardies	Referral to Principal, Loss of Parking Pass (2 days) or Lunch Detention (2 days)
8 Unexcused Tardies	Referral to Principal, Loss of parking pass (5 days) or Lunch Detention (5 days)
10 Unexcused Tardies	1 Day OSS
12 Unexcused Tardies	Letter to Parents from Executive Director explaining next steps
16 Unexcused Tardies	Referral to Board of Directors, and/or possible contact of outside agencies and starting court proceedings

Early Dismissal

Early dismissals for athletics are considered excused. Please remember, teachers are still instructing in the classrooms until the end of school, and early dismissals interrupt instruction.

We encourage parents to make appointments for their child outside of school hours; however, if you must pick your child up from school early, please notify the teacher in advance. Parents must sign students out in the main office. Students will only be released from school to authorized drivers for the student. Those NOT listed as authorized adults can only pick up a student if the school has received a written and signed note from the parent/guardian giving permission for that person to pick up the student. **Proof of identity is required in order to pick up a student.**

No Early Check Out After:

Elementary	2:15pm
Middle	2:45pm
High	3:05pm

No students will be called to check out after 2:15pm (elementary); 2:45pm (middle school); 3:05pm (high school) except with permission from the Executive Director or the Principal. [See “Attendance” on the following pages for details.]

Early Dismissals/ Check-Out for High School

Early dismissals are only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding, or DMV licensing.

Early dismissals are classified in High School like a late arrival to school. Early dismissals are only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding, or DMV licensing. In all such instances, for the early dismissal to be excused, proper documentation from the doctor/dentist's/DMV office is required within 48 hours. Early dismissals due to illness will only be excused with parent/ guardian communication, in writing via email to attendance@fallslakeacademy.com.

High School students who drive themselves to school must bring a note signed by the parent, including a contact number for the parent, to the office before school begins to be released for appointments during the school day or a parent may call the office to dismiss the student.

Students are allowed 5 unexcused early dismissals per semester per class. Early dismissals are only excused with a note from a medical provider or court for court proceedings within 1 day of early dismissal. Parent/Guardian notes are not accepted to excuse early dismissals. Notes must be brought to the HS front office. Even if a student is present for 1/2 of a class, the early check out is still an early check out.

Note: This does not apply when students are leaving early for school sponsored events.

Number of Unexcused Early Dismissals:	Consequence Assigned:
6 Unexcused Early Dismissals	Referral to Principal, Lunch Detention
7 Unexcused Early Dismissals	Referral to Principal, Loss of Parking Pass (2 days) or Lunch Detention (2 days)
8 Unexcused Early Dismissals	Referral to Principal, Loss of parking pass (5 days) or Lunch Detention (5 days)
10 Unexcused Early Dismissals	1 Day OSS
12 Unexcused Early Dismissals	Letter to Parents from Executive Director explaining next steps
16 Unexcused Early Dismissals	Referral to Board of Directors, and/or possible contact of outside agencies and starting court proceedings

Partial Attendance for Extracurricular, Athletic and Special Event Participation

Students must be counted as present for the day to participate in any school-sponsored activity/event, including extracurricular, music performance, athletic, or special event activities for that day.

Grades K-5: Arrive before 11:15AM or leave for early dismissal after 11:15AM

Grades 6-8: Arrive before 11:30AM or leave for early dismissal after 11:30AM

Grades 9-12: Arrive before 11:45AM or leave for early dismissal after 11:45AM (Students with partial schedules will have different guidelines)

Make-Up Work for Absences

Students have 3 school days to make up assignments missed during an excused absence. Therefore, if a student misses 2 days, then he/she has 6 school days upon returning to school to turn in missing assignments. If a student was present during instruction, he or she will be expected to complete assignments/assessments upon return to school including being prepared for a project.

Students will have 1 day after returning from an UNEXCUSED absence to complete any missed work. This includes suspensions from school. Students who are suspended must be prepared to turn in assignments/take the test on the day they return according to previously set due dates.

If a student is missing class for a school sponsored activity such as an athletic event or field trip, the student should communicate with the teacher prior to the planned absence and coordinate make-up work as soon as possible. The 3 day policy is not applicable. Please note, students may need to use class time from the class who the field trip was with or time from athletics practices to get work made up as soon as possible.

School Day Hours

Elementary (Grades K-5)	7:45am - 2:45pm; dismissal pick up no later than 3:15 pm
Middle (Grades 6-8)	8:00am - 3:15pm; dismissal pick up no later than 3:45 pm
High (Grades 9-12)	8:15am - 3:35pm; dismissal pick up no later than 3:50 pm

Parents of students dropped off before 7:15 am will be contacted by the school principal and could face escalating consequences.

Students who arrive after school starts are TARDY. Students must be in attendance the majority of the school day in order to be counted 'Present,' otherwise they are absent even if they are here part of the day.

WE DO NOT EAT LUNCH AT SCHOOL ON EARLY RELEASE DAYS.
FAST DOES NOT OPERATE ON EARLY RELEASE DAYS.

ELEMENTARY (Grades K-5) BELL SCHEDULES

Elementary Specials School Schedule

K-5 students arrive between 7:15-7:45am, Class starts at 7:45am.

2nd Grade	8:25-9:15
Kindergarten	9:25-10:15
5th Grade	10:20-11:10
3rd Grade	11:15-12:00
1st Grade	12:40-1:30
4th Grade	1:40-2:30

Elementary Early Release Specials Schedule

K-5 students arrive between 7:15-7:45am, Class starts at 7:45am.

2nd Grade	8:00-8:30
Kindergarten	8:35-9:05
5th Grade	9:10-9:40
3rd Grade	9:45-10:15
1st Grade	10:20-10:50
4th Grade	10:55-11:25

Elementary 2-Hour Delay Specials Schedule

K-5 students arrive between 9:15-9:45am, Class starts at 9:45am.

2nd Grade	10:00-10:30
Kindergarten	10:35-11:05
5th Grade	12:30-1:00
3rd Grade	1:05-1:35
1st Grade	1:40-2:10
4th Grade	2:15-2:45

Elementary 3-Hour Delay Specials Schedule

K-5 students arrive between 10:15-10:45am, Class starts at 10:45am.

3rd Grade	11:00-11:30am
Kindergarten	11:30-12:00pm
1st Grade	12:30-1:00
2nd Grade	1:00-1:30
4th Grade	1:35-2:05
5th Grade	2:05-2:35

MIDDLE SCHOOL (Grades 6-8) BELL SCHEDULES

Middle School Schedule

6-8 students arrive between 7:15-8:00am, Class starts at 8:00am.

1st Period	8:00 - 8:50
2nd Period	8:55 - 9:45
3rd Period	9:50 - 10:40
4th Period	10:45 - 11:35
Lunch	11:40 - 12:30
5th Period	12:35 - 1:25
6th Period	1:30 - 2:20
7th Period	2:25 - 3:15

Middle School Early Release

6-8 students arrive between 7:15-8:00am, Class starts at 8:00am.

1st Period	8:00-8:30
2nd Period	8:35-9:05
3rd Period	9:10-9:40
4th Period	9:45-10:15
5th Period	10:20-10:50
6th Period	10:55-11:25
7th Period	11:30-12:00

NO LUNCH

Middle School 2 Hour Delay

6-8 students arrive between 9:15-10:00am, Class starts at 10:00am.

1st Period	10:00 - 10:35
2nd Period	10:40 - 11:15
Lunch	11:20 - 11:55
3rd Period	12:00 - 12:35
4th Period	12:40 - 1:15
5th Period	1:20 - 1:55
6th Period	2:00 - 2:35
7th Period	2:40 - 3:15

Middle School 3 Hour Delay

6-8 students arrive between 10:15-11:00am, Class starts at 11:00am.

1st Period	11:00-11:25
2nd Period	11:30-11:55
Lunch	12:00-12:40
3rd Period	12:45-1:10
4th Period	1:15-1:40
5th Period	1:45-2:10
6th Period	2:15-2:40
7th Period	2:45-3:10
3:15 Prepare for dismissal	

HIGH SCHOOL (Grades 9-12) BELL SCHEDULES

High School Schedule

9-12 Students arrive between 7:30-8:15am. Class starts at 8:15am.

1st Period	8:15 - 9:45
2nd Period	9:50 - 11:15
Firetime	11:20 - 11:55
Lunch	12:00 - 12:35
3rd Period	12:40 - 2:05
4th Period	2:10 - 3:35

High School Early Release

9-12 Students arrive between 7:30-8:15am. Class starts at 8:15am.

1st Period	8:15 - 9:15
2nd Period	9:20 - 10:20
NO Firetime	
NO Lunch	
3rd Period	10:25 - 11:25
4rd Period	11:30 - 12:30

High School 2 Hour Delay

9-12 Students arrive between 9:30-10:15am. Class starts at 10:15am.

1st Period	10:15 - 11:20
2nd Period	11:25 - 12:30
NO Firetime	
Lunch	12:35 - 1:15
3rd Period	1:20 - 2:25
4th Period	2:30 - 3:35

High School 3 Hour Delay

9-12 Students arrive between 10:30-11:15am. Class starts at 11:15am.

HS will be closed campus for lunch- be sure to bring your lunch due to the shortened time period and safety of roads.

1st Period	11:15-12:05pm
2nd Period	12:10-1:00pm
Lunch	1:05-1:45pm
3rd Period	1:50-2:40pm
4th Period	2:45-3:35pm

Student Classroom Expectations

- Follow all FLA policies (including but not limited to grading, discipline, cell phone, tardy, etc.)
- Be punctual and arrive ready to begin class
- Proper and respectful relationships developed among everyone is expected
- Active interaction with teachers
- Student concerns are shared
- Follow Student Code of Conduct and Honor Code
- Retakes are to be completed within 5 school days
- Students must remain in class during instructional time (limited emergency releases from class)
- Follow School Writing Expectations: All students are expected to follow the Writing “Must Haves”/Nonnegotiables” in all classes, K-12.
- All Students Try Their Best; All Day Every Day

Before School Care

Before School Care will be available starting at 7:15AM for Grades K-8 and starting at 7:30AM for High School Students.

After School Care (FAST)

FLA offers an after school care program (“FAST,” for Firebird After-School Time) which is fully funded through fees paid by the parents. FAST is available from 2:45-6:00 pm every school day, EXCEPT on early release days. Information about FAST program elements and fee structures is available in the FLA office. FAST will not operate on early release days.

Families electing to participate and students attending the Before or After School program will be expected to follow all policies and procedures of FLA.

Arrival and Dismissal

TRANSPORTATION

FLA provides no bus transportation. All transportation – including to and from school as well as field trips and all other student trips – is the responsibility of the parents. Parents who are willing to drive for field trips, athletic events, and other student activities are **required** to sign an insurance release waiver assuming responsibility for the students in their vehicles and releasing FLA from responsibility in the event of an accident or injury. The parents of students who will be riding in other parents’ vehicles to games, field trips, etc. must likewise sign a waiver releasing both FLA and the driver of the vehicle from liability and responsibility except in cases of negligence. [Both waiver release forms are available in the FLA office.]

Parents are required to follow the directions of the traffic team members during arrival and dismissal. Our traffic team members are trained to keep traffic flowing while maintaining safety at all times. Please anticipate a line in the mornings and arrive on campus accordingly. Excessive carpool lines will not be an excuse for tardy students. **The North Parking lot is student and staff parking only. Visitors and**

parents parking for appointments or field trips must use the designated Visitor spots in the South Lot.

Kindergarten parents are allowed to walk their student into class for the staggered entry day and the first day of school for ALL Kindergartners. First through fifth grade parents can walk their students into class on the first day of school only. No Middle school students' parents will be allowed down to the classroom before school starts, nor allowed in the classroom at lunch, or during the day without prior permission from the Principal.

Arrival Procedures

ES and MS staff will not be in place until 7:15 am and therefore, no students should be left on campus before that time.

FOOD IS NOT PERMITTED IN FLA GYMS BEFORE SCHOOL OR DURING SCHOOL HOURS. Students may not bring their breakfast into the gym or into classrooms before school.

Car Riders

Students may not be dropped off before their designated before school care times. It is the responsibility of all adults to make sure that all children enter the school safely and that they are supervised crossing streets, parking lots, etc. **All car riders must be dropped off in the designated carpool drop off areas. HS students are not allowed to enter the K-8 building in the mornings unless they have theatre class 1st period.**

Dismissal Procedures

Students must be picked up by 3:15pm (Grades K-5); 3:35pm (Grades 6-8); 3:50pm (High school) unless they are enrolled in FAST ("Firebird After-School Time"), our after-school program, or are legitimately involved in school-sponsored co- or extra-curricular activities.

Students attending athletic events must be picked up from school and return for the event. The only exception is high school students staying for athletics under the following conditions:

1. Attending a home JV game that begins at 4:30 (which means doors open at 4:00pm), students may wait in the front lobby between carpool release at 3:35pm and when the doors open at 4:00pm; at 4:00pm they may enter the gym. If our home JV game begins after 4:30, or we do not have a JV game and our varsity game is later in the evening, students may NOT wait in the lobby and will have to be picked up by 3:50 and brought back to the game.
2. If students have a later athletic practice, they must leave campus by 3:50pm and will have to return to campus at their scheduled practice time unless the coach has communicated they are doing an on campus study hall in which the coach is present.

Students enrolled at Falls Lake Academy, regardless of age, must be checked out by a parent or guardian. High school students who drive can check themselves out, with prior parent permission specifically outlining the date and time of leave. A blanket statement of permission is not adequate. You

must be an adult (18 years of age or older) and designated as an approved pickup person to check out students from school. The only exception to this is that an authorized parent may give permission for a licensed sibling that lives in their own household and is under the age of 18 years old to check out their sibling. No other person under 18 years old will be able to check out any FLA students.

Any driver or authorization waivers must be completed by the parents of any students regardless of the age of the student. Waiver or authorizations for students 18 years or older will not be accepted without parental authorization.

Families should anticipate waiting in line for dismissal. It is important that students be picked up on time each day and parents arrive on campus according to the following timetables. Safety is our first priority!

	Parents should arrive on campus no earlier than:	Students must be picked up by:
Elementary	Anytime (2:45pm- 3:05 pm is ideal)	3:15pm
Middle	No earlier than 3:10pm	3:35pm
High	No earlier than 3:25pm	3:50pm

When a child is left at Falls Lake Academy past their school's dismissal end time, the following will result:

1. First instance: the parent is contacted and it is documented as a warning..
2. Second instance: referral to Principal, parent contact, possible 1-3 days silent lunch. Also, the student will be sent to FAST (FLA Afterschool program) and the parent will be charged a \$10 drop in fee.
3. Third offense and beyond: referral to Principal; parent contact; possible 1-10 days OSS and the student will be sent to FAST (FLA Afterschool program) and the parent will be charged a \$20 drop in fee.
4. If FAST is not an option, students may lose future after school event privileges.

Please note that this applies to any student who stays for an after school event as well, including: office hours, athletic events, dances etc.

Walkers

The Board of Directors of Falls Lake Academy, while understanding it is the parent's right and prerogative to allow their individual children to walk to and from Falls Lake Academy, strongly discourages this practice for the safety of our students and their families. However, if a particular family still wants their child or children to walk to or from school, the Board of Directors of Falls Lake Academy, along with the Principal and Staff, require each family to follow the guidelines listed below and sign this waiver and release.

Guidelines:

- Students must live within a one mile radius of the school in order to walk home.
- Students in grades 4 and up may walk home.
- Students must utilize sidewalks where available and follow traffic guidelines from the NCDOT.

A Walking Student waiver must be completed to grant permission for any students to walk home at any point.

Students may only be considered “walkers” if they live in the neighborhood across the street from the school. If a parent would like their child added to the walker list, they can fill out the walker waiver form via the online form under the Parents/Students tab on the school website.

K-8 Grade Car Riders

Due to the high volume of cars that come for dismissal and the need for high school drivers to leave close to car pool time, families are encouraged to arrive on campus at the following times:

Grades K-5	Between 2:15-2:50pm
Grades 6-8	No Earlier than 3:10pm
Grades 9-12	No Earlier than 3:25pm

*** Gates will be closed on E Lyon Station Road entrance until 2:15pm.**

The Department of Transportation will not allow cars to park out on Green Road or E Lyon Station Road blocking traffic. Any students not picked up by dismissal time will be sent to FAST and parents will be charged for usage of that program.

Car Line Procedures

All students arrive and are dismissed from school via carpool. The Department of Transportation has specified a traffic pattern that FLA must follow to reduce the amount of cars stacked on public roadways surrounding our campus. It is very important for families to follow the traffic patterns during arrival and dismissal, both for the safety of our students, and for the purposes of DOT's requirements. A color-coded traffic map is provided to families each school year and is available on our website. Please do not get out of your car during drop-off or pick-up. We do not allow walk-ups for drop-off or pick-up.

Parents will not be able to park their car and help students out of the car at any time. Students should be able to unbuckle and open/close the car door independently. School staff are not able to assist or carry students out of the car.

FLA uses a code system to scan cars during dismissal. This code is used to notify students that their ride has arrived in the carpool. Codes will be sent home with students.

Please have your school-issued carpool tag ready to show the staff when you arrive on campus for dismissal.. If you will have a change in who is picking up your child, please inform your child's PAA.Student Information System (Infinite Campus)

Grading and data management is done through Infinite Campus. Parents are expected to check Infinite Campus at least once per day. This is Falls Lake Academy's primary method of communication with parents regarding grading, attendance.

Parent Square is the primary method of communication for communication.

In the case of shared parenting, dual households, or shared custody, staff will pick one parent to contact with any updates. Parents are expected to share information with the other parent as needed.

Educator's Handbook will be used to send notification of disciplinary issues and these may also be followed with a phone call.

It is required that parents have access to these platforms and use them routinely.

Access to Education, Student Privacy, and Immigration Enforcement

School personnel must not allow any third party access to a school site without permission from the Executive Director. The Executive Director will work to limit third-party access to the school site that would disrupt the learning environment.

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

The Executive Director will process requests by immigration law enforcement agents to enter a school site or obtain student data as follows:

1. Request identification from the officers or agents and photocopy it.
2. Request a judicial warrant and photocopy it.
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the School.
3. Request and retain notes of the names of the students and the reasons for the request.
 - a. If school site personnel have not yet contacted the students' parents or guardians, do so.
 - b. Do not attempt to provide your information or conjecture about the students, such as their schedule, for example, without legal counsel present.
4. Provide the agents with a copy of this Policy and Resolution No. ____
5. Contact legal counsel for the School.
6. Request the agents' contact information.
7. Advise the agents that you are required to complete these steps before allowing them access to any school site or student data.

School Communication

Falls Lake Academy is committed to communicating with its school community on a regular basis. Parents can expect the following communication plan to be followed throughout the school year.

PAA (Personal Adult Advocate) Contacts

PAA contacts are made ONCE A MONTH with a phone call /conference or Parent Square message sent home. All parent communication will come through email, hardcopy, or phone call.

- The school will send weekly email updates
- Your child's teacher will update you with class specific activities. Student schedules, grades and attendance are available daily through Infinite Campus.
- All emails sent to staff can expect a response will be returned within 24 business hours. Phone calls should be returned within 24 business hours. If a parent has an urgent or time sensitive matter to discuss with a teacher or administrator, it is recommended that they call the front office and leave a message. Our teachers and administrators are not consistently on their email during the instructional day as teachers are expected to be teaching, not on their email while students are in class.
- The school does not communicate through Facebook, or any other social media sites, regarding personal matters, questions or concerns. All school related questions must be asked in person, over the phone or in a direct email.
- The School website is the school's main source of information. Please refer to the website first with any questions regarding policies, procedures or dates of school functions.
- Schoolwide email newsletters will go to ALL School parents approximately once a week/month.
- Parents should ONLY communicate with members of the School staff through their school email address, via the app, over the phone or in person. School staff members are not permitted to communicate directly with parents through direct text messaging. We ask that all parents please respect the staff by not communicating late in the evenings or on the weekends. A healthy work/life balance is as important for the School staff as it is for our School families.

Student Dress Attire

Student attire that is deemed unsafe or otherwise disruptive to the learning environment will result in a Class 1 infraction and students may be required to change. Clothing with slogans, symbols, printed text, and/or illustrations on clothing which are inappropriate for FLA including: gang symbols, references to violent and/or otherwise inappropriate clubs or organizations, alcohol, tobacco, inappropriate language, references to illegal or controlled substances, and sexual references which are deemed inappropriate for FLA by a FLA Principal are not permitted. No midriff should be visible at any time. No see through clothing is permitted. Clothing should fully cover the student's chest, stomach, and buttocks at all times. Sagging pants or pants worn with the waistband below the waist and/or low on or underneath the buttocks are not permitted. All tops must have straps/ sleeves; no strapless tops are permitted.

No blankets are permitted at FLA unless permitted by the Principal. Reference policy 4.3600 Code of Student Conduct for more information.

Headware

Hats, caps, and other headwear may be worn outdoors for sun protection. They may be worn indoors as long as the student's face is clearly visible. Hats should be removed during the Pledge of Allegiance. Students are permitted to wear hoodies; however, wearing the hood up is not allowed during school hours indoors. Dark glasses, masks, or other items that conceal the face are not permitted.

The determination of whether clothing/headwear /jewelry is appropriate or not is subject to the school Principal's interpretation. Reference policy 4.3600 Code of Student Conduct for more information.

Lunch and Snack Guidelines

FLA has no cafeteria and does not participate in the federal school lunch program. FLA students eat lunch in their classrooms under the supervision of their own teachers. There are two options for lunch at FLA:

1. Bring lunch from home;
2. Pre-order and pre-pay catered lunches approximately a month at a time (in advance) through our online system. To order lunches go to www.orgsonline.com and enter code 313FLANC or see information distributed during Intake/Open House about the online lunch ordering system.

Students are not permitted to have lunch delivered by outside delivery services (ex. Uber Eats, Door Dash, Pizza Delivery, etc.). Students should not have lunch dropped off daily. After 3 lunches are dropped-off, the student will be referred to the school social worker.

Please contact the school social worker if your family is experiencing food disparity.

High School Off Campus Privileges

Juniors and Seniors are permitted to go off campus for lunch Tuesdays-Fridays with parental permission and A's and B's in all classes. Grade checks are completed on Mondays every 2 weeks. Students must also use Infinite Campus to create a lunch pass and be checked at the kiosk prior to leaving campus. If a student leaves campus for firetime and/or lunch who is ineligible to leave, consequences will be assigned based on the FLA student code of conduct. No students are allowed to go off campus on Mondays as Monday is a closed campus day for high school. Juniors and Seniors should plan to buy or bring their lunches every Monday. Students who are not eligible to go off campus due to it being a closed campus day or grades, discipline, etc. may NOT have their parent call/email to sign them out for lunch and sign them back in after lunch. This includes freshman and sophomores and is true for every day of the week. If a student is signed out for lunch, they can not sign back in for the rest of the day. This will be counted as an unexcused absence unless they return with a note from a medical provider. Juniors and Seniors may also have their off-campus privileges revoked for excessive tardiness or missing deadlines for the Capstone Project as well as suspensions, etc.

Food for School Events

When bringing food for school events, all food must be purchased at the store and be properly labeled.

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

School Event Eligibility

Students may not attend a school sponsored event (clubs, field trips, overnight trips, dances, athletic games etc.) if they have any outstanding fees due – including but not limited to technology, device repairs, club dues, athletic fees, etc. or if they have extenuating discipline issues. The Principal will not

sign any prom date forms for other schools for students with outstanding fees. Seniors will not be eligible to walk at graduation unless all fees have been paid.

Student Events and Field Trips

PAYMENTS: Once the stated deadline for finalizing payment for field trips has passed (including all costs for either caravan or bus charter trips), parents and students who originally signed on as trip chaperones are not entitled to refunds at school expense if they withdraw from planned trip participation.

ATTENDANCE IMPACT: Students on an official field trip roster who do participate in the field trip are considered “present in class” while on the trip, and are to be entered into Infinite Campus and all their teachers’ attendance records as such.

Students who are not on an official field trip roster who show up to a field trip location without permission will be marked absent from school. In addition, they will be subject to disciplinary action.

CHAPERONES: Trip chaperones are not permitted to bring any other children along, regardless of age. All Chaperones are expected to mimic the professionalism of FLA staff while on the trip. **Parents are expected to participate and be involved in the learning opportunities during the field trip** (Note: this provision applies to FLA “staff kids” as well.) (re: State insurance policy.) FLA asks that adult attendees follow FLA Dress Code policies. Parents are prohibited from using inappropriate language and consuming alcohol, smoking or vaping. Parents are prohibited from allowing students to participate in unauthorized activities not included on the itinerary (ie: swimming, attending additional activities, etc.)

Any violation of the above may result in dismissal from the field trip and/or revoked field trip participation for future field trip(s).

Overnight Trips

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

Overnight Trip Parent and Student Expectations

All adult attendees must have passed a background check before attending a field trip. Background checks should be completed and on file 3 school days prior to the field trip. Parents are responsible for paying and submitting the school approved background check.

TRANSPORTATION: The trip leader is responsible for arranging transportation for all field trips, which typically takes one of two forms: private car caravan or charter bus.

- a. Private car caravan trips require all drivers to complete and sign an FLA Driver’s Transportation Waiver if they will be carrying any students other than their own children.
- b. All parents who drive students other than their own children are considered official trip chaperones and must serve in that capacity. Parents may not elect to drive over riding in a chartered bus if they wish to attend a field trip.

CHARTER BUS: When taking a charter bus trip, all attendees are required to ride the bus, and all parents on the bus must be designated as official chaperones. Parents will not be permitted to

follow the bus on charter bus trips. The trips are designed with students in mind and our itineraries are important to the success of the trip.

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

Starting a New Club at School

Falls Lake Academy offers many opportunities for students to become involved in clubs and other extracurricular activities. However, students may decide to form a new club on campus to meet their particular goals. For a new club to be established, please refer to policy 4.5000 Establishment and Operation of Student Led Clubs. The following procedures must be adhered to:

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

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

Drivers' Education and Driving Privileges

Driver's Education Classes

Students who are at least 14½ years old and are pursuing a high school diploma or GED can enroll in an approved driver education course provided through North Carolina high schools or a commercial driver education school licensed by the N.C. Division of Motor Vehicles. Once students have completed both the classroom piece and the driving portion, they can apply for a Learner's Permit at the DMV when they turn 15 years old. Students must bring a Driving Eligibility Certificate when they apply for the Learner's Permit. Please allow 24 hours from the time you request the certificate in the front office to when you pick it up, as we need to confirm that the student is in good standing and has the certificate signed by the Director.

High School Parking Lot

Students who have a parking permit and park in the North student parking lot during the school day, may NOT go to their car to get something during the school day. Students must bring everything they need with them for school to school when they arrive. Permission will not be granted to access vehicles during the day due to safety and supervision concerns.

Parking on Campus

(refer to 6.3150 STUDENT PARKING ON CAMPUS)

Students are eligible to park on campus provided they have a parking pass and meet the following guidelines

Allocation: Parking spaces will be allocated based on the following criteria:

- a. Students with physical disabilities
- b. Students who are participating in off campus learning or internships
- c. Seniors
- d. Juniors
- e. Any licensed sophomore (will not be considered until after first quarter)

Any student who receives any parking infraction, including: failure to obtain a parking permit, parking in an unapproved/unassigned location, failure to display parking permit, attempts to purchase an additional parking permit for false or fictitious purposes, or any violation of the rules listed above will be subject to the consequences listed in the student parent handbook. These range from a warning to loss of parking permit to silent lunch to out of school suspension. Please see the handbook for minor parking infractions (class I) and major parking infractions (class II).

Parking Permits: In the event that a student does not have their parking permit in their car for the day, the student must immediately report this to the HS front office. Failure to do so will result in a parking violation which will include consequences. Students may be required to purchase an additional permit for \$5.

Accidents: Any accident, vandalism, theft or other violation of the Falls Lake Code of Student Conduct, no matter how minor, must be reported to the front office of the high school. Falls Lake Academy is not liable for any damage to vehicles on the FLA campus at any time.

Revocation of parking privilege: Students refusing to adhere to these rules will have their privilege to park on campus revoked at the discretion of the Falls Lake Academy High School Principal/Executive Director. No refund is provided for revocation of parking privileges due to violations of these rules.

Citations: All vehicles on campus are subject to state and local laws and may be cited by law enforcement.

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

- Completed Signed Application (Signed by Parent and Student)
- Copy of Current Vehicle Registration for each Vehicle listed
- Clear Copy of Students Valid NC Driver's License
- Payment of \$50.00 (cash and checks made out to FLA accepted)

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

Driver's Eligibility Certificate

FLA does not provide free driver's education courses, but the school does facilitate registration through the county school system. Students are responsible for any and all fees assessed by the base school for participation in the course. After completing driver education, students who plan to get their driving permit must obtain a Driver Eligibility Certificate from the High School Office. allow at least 1 business day to get the eligibility certificate.

Dropout Prevention/Driver's License Legislation

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

Lose Control, Lose Your License Legislation

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

- The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.

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

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

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

Personal Items and Lockers

Personal Items

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

Searches of Desks and Lockers

(Refer to 4.3600 Code of Student Conduct)

Student lockers and desks are the property of Falls Lake Academy and may be searched or inspected at any time without prior notice to or consent of the student or his/her parents and without a search warrant. While students may store necessary classroom tools and materials as well as personal items in their assigned lockers and desks, students shall not place any item or substance that is prohibited on school premises in any desk or locker. Lockers should be locked at all times when in use.

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

A student's personal effects found within a desk or locker, such as a backpack, gym bag or purse, may be searched only in accordance with the guidelines set below.

Student Search Procedures

(Refer to 4.3600 Code of Student Conduct)

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

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

Searches Based on Individualized Reasonable Suspicion

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

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

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

Searches of Personal Effects

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

Searches of Motor Vehicles

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

"Pat-down" Searches

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

More Intrusive Personal Searches

More intrusive personal searches are discouraged and will be used only in very limited circumstances. A personal search is more intrusive when it extends beyond a student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if:

1. the school official has reasonable suspicion that a search of a particular student will yield dangerous contraband (e.g., drugs or weapons);
2. the school official has reasonable suspicion that the student has hidden the contraband in their undergarments.

This search must be conducted in private by a school official of the same sex as the student, with an adult witness of the same sex present, and only with the prior approval of the Executive Director/ Principal or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures.

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

Metal Detectors and Breathalyzers

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

Suspicionless General Searches

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

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

Point-of-Entry Metal Detector Searches

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

Use of Trained Dogs

With the prior approval of the Executive Director, and in conjunction with local law enforcement, school officials may use trained dogs (canines) to locate illegal materials. All dogs must be accompanied by a

certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff students or other persons under any circumstances. Except as set forth above, no students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

Seized Items

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

Failure to Cooperate

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

Notice

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

Destruction of School Property

(Refer to 4.3600 Code of Student Conduct)

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

Student Deliveries

To protect the integrity of the classroom environment, we do not accept the delivery of flowers, food, or gifts for students in the main office. Parents who deliver items for students (lunches, athletic equipment, etc.) should be aware that we do not deliver items to students; they may pick up items in the office at lunch and after school. Every effort should be made to refrain from dropping off forgotten items. Only lunches, athletic uniforms on game days, and eyeglasses will be accepted in the front or middle school offices. Homework, iPads, musical instruments, and additional coats or umbrellas will not be accepted unless extenuating circumstances exist. We believe in encouraging student responsibility and would ask parents not to return to the school with forgotten items.

Inclement Weather Procedures

The Executive Director will make all decisions regarding school delays or closures due to inclement weather. FLA does not necessarily close school, delay the opening of school, or dismiss school early just because Granville, Durham, Wake, or other school systems in this area make those calls for their own schools. We are separate and independent from all area school systems, and we make our own decisions about closings and delays.

School cancellation or a delayed opening will be communicated via email to all parents and staff, automated phone calls,, and social media/news media sites. The information will also be posted on our website at fallslakeacademy.com

Additionally, the Executive Director has the ability to call for an early dismissal if there are concerns about the road conditions, building and sanitation conditions, or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delays. PLEASE USE YOUR BEST JUDGMENT WHEN MAKING WEATHER RELATED TRAVEL DECISIONS. All weather related absences and tardies are considered excused.

Emergency Data

Every family must provide Emergency Contact Information to the school. Please communicate any changes to the information throughout the year by updating your information in Infinite Campus or contacting the main office.

Visitors

(Refer to 5.0200 SCHOOL VISITORS)

All adults who volunteer in the classrooms, who drive other parents' kids to and from student trips and/or games, field trips, or who otherwise have any interaction with kids must first submit to a school approved background check at their own expense. Background check form link is available on the school website. The background check is valid for three years. The cost of the background check is the responsibility of the parent/visitor. [Board Policy 5.0200 SCHOOL VISITORS]

VISITORS: FLA welcomes parents and other visitors and actively encourages parents and others with personal or professional interest in the school and its educational programs to visit and become familiar with FLA's approaches to teaching and learning, subject to the provisions of this policy.

Visitors may only park in designated areas. No visitors may park in any numbered spaces.

All Visitors must check-in at the front office of each building and present a valid Photo Identification (Passport/ Driver's License)

Specifically, visitors are welcome:

- at all events and programs open to the public, such as athletic contests and arts performances;
- at all special programs and events designed to showcase parts of the FLA educational program;
- at all meetings of PTA, the Firebird Flight Crew (Athletic Booster Club), and other parent and/or community support groups;
- at all open meetings of the Falls Lake Academy Board of Directors; and
- in the actual classrooms during the instructional day, as approved by the Principal.

PROCEDURES: While the Board welcomes visitors to the school, the paramount concern of the Board is to provide a safe, orderly, and inviting learning environment in which disruptions to instruction and instructional time are kept to a minimum. In addition to such reasonable rules and procedures as may be

established and enforced by the Principal, the following requirements always apply to visitors in the school:

1. All school visitors during instructional hours must report immediately upon arrival to the school Principal's office and check in to receive permission to be on school grounds and in the school and its classrooms. Permission to visit classrooms during face-to-face instruction is generally limited to parents of students in those classes who have particular and compelling reasons for such visits, to guests of the teachers in those classrooms designated for those visits, and to professional educators and students who seek to observe the classroom for the purpose of gathering information and deeper understanding of the educational programs and/or methods being used therein.
2. After having been approved to be on school grounds during instructional hours, all school visitors must check in and display whatever visitor's identification is required by the school for instructional-hours visitors throughout their stay during instructional hours.
3. School visitors shall comply with all school rules and Board policies, including 5.0250 ITEMS AND MATERIALS PROHIBITED ON CAMPUS.
4. Individuals who are subject to policy 5.0220 REGISTERED SEX OFFENDERS must comply with the provisions of that policy.
5. Individuals who are discovered on-campus during instructional hours without having received permission to visit and/or who are not displaying visitor's identification will be instructed to report to the school Principal's office immediately, ordered off the premises, and/or may be subject to possible arrest for criminal trespass.
6. Classroom visitors are required to respect the educational environment at all times. Neither teachers nor students may be interrupted during the course of the teaching and learning process by visitors for any reason at any time unless invited to limited participation by the school Principal or by the classroom teacher in the classroom being visited. When visitors have questions or concerns, they are encouraged to arrange for a conference with the classroom teacher to seek answers and/or further information. If such a conference does not adequately address a visitor's questions or concerns, they are encouraged to submit those questions and concerns to the school Principal or follow the procedures outlined in Board policy 7.1500-7.1500 GRIEVANCE PROCEDURES.
7. Visitors who – in the opinion of the school Principal, or their designee in their absence, exhibit unusual, disruptive, disorderly, threatening, or dangerous behavior, who damage school property, who violate Board policy, and/or who disrupt the educational environment at any time while on school property **the person can be immediately removed and/or permanently restricted from re-entry (trespassed)**. The Board authorizes the Executive Director or designee to prohibit these and any other individuals who display or exhibit similar disruptive behavior from entering upon school grounds, entering the school building, or attending any other events sponsored by the school or in which the school is involved or participates.

Visitors who wish to volunteer or have regular contact with and/or interact with students directly are required to have a criminal background check on file.

Volunteers

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

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

All volunteers at Falls Lake Academy are required to have a background check, including a Sex Offender Registry Check, performed through the School's third-party vendor on file dated within the last three calendar years.

The Executive Director or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at the School. All staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at the School.

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

The Executive Director or her/his designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at the school. The Executive Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Executive Director shall determine whether the results of the review indicate that the volunteer

- i. poses a threat to the physical safety of students or personnel, or
- ii. has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The Executive Director shall document the decision.

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

All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by the Administrator or his/her designee.

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

Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. Volunteers will be responsible for maintaining confidentiality regarding

information seen and heard while working as a volunteer. If there is a safety concern or an emergency, it must immediately be communicated to someone in authority at the School.

Volunteers shall not use information learned or acquired during volunteering for any reason other than in furtherance of their volunteer efforts at the School. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than serving as a class parent.

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

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

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

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

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

Volunteers are expected to be prompt and dependable. Volunteers should notify the School office if an illness or emergency prohibits them from attending a volunteer assignment.

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

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

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

Parent Concerns

(Refer to 1.7430 STUDENT-PARENT GRIEVANCE PROCEDURES)

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

Resolution of Student Issues

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

1. Student's Teacher
2. Student's PAA
3. Grade Level Principal
4. Executive Director
5. Board of Directors

Grievance Procedures for Parents/Guardians/Students

(Refer to 1.7430 STUDENT-PARENT GRIEVANCE PROCEDURES)

The Board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the Board has provided opportunities for students and parents to express their concerns through processes established in Board policies. Policy 1.7420/5.0600, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the Board encourages resolutions of all complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or when the informal process does not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

The purpose of this Grievance Procedure is to secure, at the lowest possible level, equitable solutions of the problems which arise from time to time to affect differences between parents and employees or between employees.

This policy is in place to respond to parent/guardian/student grievances. Grievances may only come from current students or parents/guardians of current students.

I. DEFINITIONS

- A. **Days**: Except as otherwise provided herein, days are defined as "workdays," or days of the week (Monday through Friday) exclusive of Saturdays and Sundays. In counting days, the first day shall be the first full day following receipt of the grievance, date of decision, or date of hearing.
- B. **Final Administrative Decision**: Decision above which no further appeal is available.
- C. **Grievance**: A formal, written claim by a student and/or current parent of a FLA student alleging that a specific action has violated a School policy, board policy, law, or regulation. A grievance may include, but is not limited to, allegations of the following:
 1. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, Board policy, or administrative procedure; or
 2. that a decision made and/or action taken by a Board employee is unfair, discriminatory, or otherwise not in a student's best interest.

Complaints that do not raise an alleged violation of a School policy, board policy, law or regulation do not raise a grievance issue and are not subject to these procedures.

A grievance does not include disagreements on day-to-day operation issues, personnel matters, schedules, or student discipline unless they violate a specific policy, law, or regulation.

A grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under IDEA, Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the School's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints.

*Even if a complaint constitutes a grievance, a grievance will only be considered eligible for the Grievance Process if the person filing the grievance has demonstrated that they have attempted to have their concerns addressed by the stated level of personnel. Only current parents/guardians or students may bring a grievance under this Policy.

- D. Grievant: The person making the complaint.
- E. Official: The person hearing and responding to the grievant.
- F. Parties in Interest: The grievant and the person(s) against whom the grievance is filed.

II. TIMELINESS OF PROCESS

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

III. PROCEDURE

- A. Non-Grievance Complaints: If there is no specific decision, action, or physical condition at issue, or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or Board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in Board policy 1.7420/5.0600, Responding to Complaints, is appropriate, and the Principal or his/her designee shall address the concern raised in the complaint following that policy.
- B. Formal Resolution: It is usually desirable for students, parents, teachers, and school administrators to resolve problems through free and informal communication. However, should such informal processes fail to satisfy the employee, then any student, parent, or group of students or parents may initiate and petition a formal grievance according to the process articulated in the following steps.

It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student's teacher.

If they are not satisfied with the teacher's response, they should then set a meeting with the student's Personal Adult Advocate (PAA). If still not resolved, meet with the child's Principal. At that meeting, the teacher, grade-level Principal and parent/guardian must be present and the issue at hand will be fully discussed.

If the parent or student wishes to pursue the matter further, they may then meet with the Executive Director. Similarly, if a guardian/ parent/ student disagrees or has an issue with a policy or procedure at the school, the guardian/ parent/ student should set a meeting with the Executive Director.

If the guardian/parent/student feels that their issue is still a concern after meeting with the Executive Director AND the issue meets the definition of a grievance set forth below, the guardian/ parent/ student may initiate the grievance procedures as described below. Many issues that a guardian/ parent/ student has with the classroom, teacher or school will not rise to the level of a formal grievance and appropriate resolution will be found with the teacher and/or grade-level Principal.

* If prior meetings do not provide resolution, or if you have a grievance against the decision made by the Executive Director, follow the next step below:

If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter to the board in writing stating:

- the name of the staff member or other person whose decision or action is at issue, or against whom the grievance is being filed
- the school policy, board policy or law/regulation that was violated including details of the actions
- the place, date and time of the violation
- any details about the event that may be helpful in the decision-making process
- the specific resolution which you desire

The written letter should be submitted to the Executive Director of the school and to the Chair of the Board of Directors. If the Executive Director of the school is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the school's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting, the Board of Directors will review the facts and notify the parties in writing (email is accepted) if further action is necessary. If the board decides that it needs additional time to consider the grievance, gather information, and/or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal notice and the opportunity to attend the meeting. Once the board reaches a decision on the grievance, the Board will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there is no appeal rights to the Board. Notwithstanding any other provision, the Board may conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator, at any time.)

Technology Use at School

While at Falls Lake Academy, students will have access to a variety of technology. It is the expectation of the school that all school-owned tablets and laptops remain at the school unless a high school student has checked out a chromebook for the year.. While we do ask our families to provide or pay for their devices, they can also check one out from the school and we do ask that all students and parents sign and adhere to the Technology Acceptable Use Policy.

(Refer 3.6140-4.2050 TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY -- STUDENTS)

Video Monitoring

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

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

Use of Video Recordings

Video recordings will only be utilized for official school business.

Administrators or the Board may use a video recording of actions by students as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.

The video surveillance recordings may not be used in connection with instructional observations of professional staff. This policy does not prohibit the administration from establishing other methods of videotaping lessons for the purpose of instructional observation.

Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules.

Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.

Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation. This is not shared with families except in extenuating circumstances after a video request form is submitted to the Executive Director.

Cell Phone and Headphones/ Earbuds

Over the past few months, NC law (HB959) has required our school and all public schools to create strict policy on cell phones and wireless communication devices. For that reason, we have introduced tighter restrictions over these devices starting this school year to help control instructional time distractions. Our policy will be:

Grades K – 8. Students in grades K-8 are discouraged from bringing any wireless communication device to school, as such devices often lead to unnecessary classroom disruptions. If students do bring such devices, however, school policy requires that they are not used during instructional time, except as allowed under the exceptions in Section 2. Any device on a person during instructional time must be turned off and put away. Having the device on airplane or silent mode is not sufficient and could subject the student to discipline. All cell phones and wireless communication devices should be turned off and put away all day. This means cell phones and wireless communication devices should be put away from 7:15am to 3:30pm.

Grades 9 -12. Except for the reasons allowed under Section 2, no student may have wireless communication devices on their person during instructional time. Simply having the device turned on silent or off is not sufficient. Students who bring such devices to class must (at the beginning of class) put their cell phone in the phone pocket and other devices (smart watches, airpods/wireless headphones) in their backpack or locker. The teacher shall not use or attempt to use a student's phone except in case of an emergency. The teacher shall allow students to get their cell phone from the phone pocket at the very end of class. Note: teachers can only give students permission to use laptops during instructional times. No cell phone should be used during instructional time for any reason. This includes partial schedule/ VGCC/ NCSSM students that are on campus during instructional time.

Any student found to have a wireless communication device on their person during instructional time, notwithstanding the exceptions allowed under Section 2 of this policy, shall be subject to discipline in accordance with the Code of Conduct.

Consequences

The first violation of this policy is a Class 2 violation under the Student Code of Conduct. Disciplinary measures can include parent/guardian notification; lunch detention; permanent ban of wireless communication devices and the like on campus; and/or OSS. Repeated violations of this policy will lead to more serious consequences in accordance with the school's Code of Conduct.

Absolutely no cell phone recordings, pictures, posting on social media, tik toks should occur during the school day. This will be a violation of the cell phone policy and will be subject to disciplinary action.

Parents should have no expectation of reaching their students via text or cell phone during school hours.

Students must follow rules and procedures as defined in the FLA ACCEPTABLE INTERNET AND TECHNOLOGY USE & INTERNET SAFETY AGREEMENT. Failure to do so will result in a consequence and/or confiscation. The instructional day for Elementary school starts at 7:45am and ends at 2:45pm; Middle school starts at 8:00am and ends at 3:15pm; High school starts at 8:15am and ends at 3:35pm.

Student Camera Phones/ Recording Devices

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

Student Technology Acceptable Use Policy

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

1. **Privacy:** The School reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around School property. Furthermore, students should have no expectation of privacy in any location or on any network while utilizing school-issued technology.
2. **Cyber-Bullying:** The School prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube), video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the School during or outside School hours and on or off School premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web filtering is prohibited, including but not limited to VPN sites, browser extensions, etc.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media, devices or network drives. Software installed by anyone other than the network administrator will be removed and disciplinary action will follow. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. Please refer to the Honor Code for the consequences for copying the work of another student. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Attempting to access the network without proper authorization and hacking is expressly prohibited. Users are to use their own username and password when using a school-issued device or student account. Users must log off shared devices when they are finished with their work and are not to log on to a device for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though the School makes efforts to ensure the safety and integrity of data, the School makes no warranties of any kind, expressed or implied, for its service. The School will not be responsible for any damage to

data.

7. **Storage:** Users are to delete their files and materials they no longer need. Students should not store personal documents, images, videos, or other digital material on school devices or school-maintained accounts (Google Drive, OneDrive, O365, Canvas, etc.).
8. **Passwords:** Students are reminded not to share passwords with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students, faculty, or staff members.
9. **Email:** All email correspondence on the School system, the laptop/iPad, or in the student's assigned email account is the property of the School. Documents and other files created by the students and located on the laptops or the School computer system are also the property of the School.
10. **Data Sharing:** Students may not transfer, email or air drop photographs or videos. Doing so will be addressed according to the school's discipline policy.
11. **Daily Student Expectations:** High Students who are assigned a school electronic device or bring their own are responsible for making sure the following:
 - a. The device is completely recharged before classes start for the day.
 - b. Students will need to bring their device to school every day. Failure to do so may result in a failing grade on assignments that require using the device for that day.
 - c. Students are only permitted to use laptops during class when authorized by a faculty member and only for the purpose stated by the faculty member.
 - d. Students may not remove electronic devices from the protective cases provided to them. If a student needs to remove the tablet from the case for any reason, they must first have it approved by the IT staff.
12. **Personal Cell Phone Use:** See Cell Phone Policy for details.

Consequences will apply if a student violates this policy. Consequences may be enforced alone or in conjunction with one another by the school against the violating student.

School's 1:1 Technology Program

Students are expected to take excellent care of the equipment. Physical damage to the device will be charged back to the student and parent, with the exception of normal wear and tear. Charges will be billed to the parent for damage to the device above and beyond minor issues. Students may also face disciplinary consequences if their negligence caused the damage. Regardless of whether the student believes they are responsible for the breakage, the parent will be responsible for the cost of returning the device to its original state. Students are ultimately responsible for returning the same devices by the serial numbers issued per student at the beginning of the year. Suggesting that another student may have taken or broken it does not negate the need to pay for the repair/replacement.

All outstanding fees must be paid prior to students attending any school events, field trips, and overnight trips, including Graduation.

TECHNOLOGY

Bring Your Own Device (BYOD): FLA High School students are permitted and highly encouraged to bring their own computers to school. If students choose to bring their device, it must be an operational laptop **or chromebook. No iPads will be permitted.** . The only specifications needed for the computer is it has to be able to access the internet and have a minimum screen size of 9 inches. Students will be required to have Chrome on their computers. Only one device per student (their computer) will be added to the school network for Wi-Fi access.

Chromebook Checkout: If students do not have access to a computer that they can bring to school, students will be able to check out a Chromebook for the year. Students and parents will need to read, sign, and agree to the Student Technology Acceptable Use Policy in order to check out a computer. It is expected that this computer be brought to school each day. Day-user computers will not be available for checkout in the high school.

Student Technology Acceptable Use Policy: All students are expected to abide by the guidelines set forth in the Student Technology Acceptable Use Policy. This policy is designed to promote the legal, ethical, and responsible use of devices, software, and online accounts. Breaches of this policy may result in disciplinary action as stated in the FLA discipline policy.

GoGuardian: Falls Lake Academy has adopted online services provided by GoGuardian in order to help protect students against harmful and inappropriate online material; help students stay more focused when learning online; help assess students' progress towards class assignments; and facilitate communication between teachers and students during class time. GoGuardian's web-based services operate when a student is signed in to their school managed account while using a supported device (i.e., when a student is logged into their school email address). Falls Lake Academy utilizes GoGuardian on Chromebooks, iPads, Macbooks, and Windows Devices. GoGuardian is used to help protect students whenever they are signed into their school Google account or using a school device. A school session indicator (school house icon) appears in the student's browser when GoGuardian is active to help students understand when GoGuardian is "on". Because monitoring is done through students' Google accounts, all students are required to use Chrome and their Falls Lake Academy Google account during class time. Attempts to by-pass the monitoring or filtering may result in disciplinary action as stated in the FLA discipline policy.

Internet Safety Policy

Introduction

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

Definitions

Technology Protection Measure

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

Harmful to Minors

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

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

Child Pornography

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

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

Sexual Act; Sexual Contact

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

Minor

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

Inappropriate Network Usage

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

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by CIPA, or is

otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

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

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

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

Education, Supervision, and Monitoring

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

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

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

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

Following this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of 3.6140-4.2050 TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY - STUDENTS.

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

Student Health and Wellness

Prevention and Control of State Reportable Communicable Diseases

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

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

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

School staff make every effort to reduce the prevalence of disease-causing organisms by ensuring the environment's cleanliness, emphasizing frequent handwashing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities. Despite those actions, the school-age child is often the source and conduit for communicable diseases ranging from the "common cold" to ringworm, among many. Most such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules.

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.
- **Fever:** The parent/guardian of any student with an oral temperature >100 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 24 hours without medication.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student cannot be picked up and must remain at school, they will remain in the nurse's office until a parent can pick them up. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** Students are excluded from school if they have more than three to four sores until they are seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until the physician's approval is given and the student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider, and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and those who cannot maintain good personal hygiene.
- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, or diarrhea will be notified and asked to pick up their child. The student may return to school 24 hours after the symptoms have abated.

- **Pink Eye (Conjunctivitis):** A student exhibiting symptoms of pink eye should be evaluated by their medical provider. The student may return when treatment has begun, the eye has minimal drainage & the student is able to keep their hands away from their eyes. The student is allowed to return to school with a physician's approval.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever-free for 24 hours.

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

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

Immunizations

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

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

Kindergarten Required Vaccines

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

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

7th Grade Required Vaccines

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

In addition:

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

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

IMMUNIZATION EXEMPTIONS

North Carolina law provides for two types of exemptions from required immunizations. They are medical and religious.

Medical Exemption

G.S.130A-156. Medical exemption.

The Commission for Public Health shall adopt by rule medical contraindications to immunizations required by G.S. 130A-152. If a **physician licensed to practice medicine in this State** certifies that a required immunization is or may be detrimental to a person's health due to the presence of one of the contraindications adopted by the Commission, the person is not required to receive the specified immunization as long as the contraindication persists. The State Health Principal may, upon request by a physician licensed to practice medicine in this State, grant a medical exemption to a required immunization for a contraindication not on the list adopted by the Commission.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. If a physician determines the need to request a medical exemption from a required immunization for a patient and needs assistance, they should contact the North Carolina Immunization Branch at (919) 707-5550.

- [\(08/03/2020\) Revised Medical Exemption Statement and Physician's Request for Medical Exemption Forms Memo](#)
- [Medical Exemption](#) (PDF, 170 KB) (DHHS 3987)

Use this form for true contraindications, i.e. those recognized by the Commission for Public Health.

- [Physician's Request for Medical Exemption](#) (PDF, 136 KB) (DHHS 3995)

Use this form for contraindications not recognized by the Commission for Public Health.

Religious Exemption

G.S.130A-157. Religious exemption

If the bona fide religious beliefs of an adult or the parent, guardian or person in loco parentis of a child are contrary to the immunization requirements contained in this Part, the adult or the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the person may attend the college, university, school or facility without presenting a certificate of immunization.

There is no form for requesting religious exemptions in North Carolina. To claim a religious exemption, the parent or person requesting the exemption must write a statement of their religious objection to immunization, including the name and date of birth of the person for whom the exemption is being requested. This statement would then be provided to schools, child care programs, camps, etc. in place of an immunization record. If a family is requesting a religious exemption for more than one child, a separate statement should be prepared for each child. Statements of religious objection to immunization do not need to be notarized, signed by a religious leader, or prepared by an attorney. They do not need to be submitted to the state for review or approval.

Personal Belief

10A NCAC 41A .0403 Non-Religious Personal Belief No Exemption:

Except as provided in G.S. 130A-156 and G.S. 130A-157, and 10A NCAC 41A .0404 and .0405, no child shall be exempt from the requirements of 10A NCAC 41 .0401; there is no exception to these requirements for the case of a personal belief or philosophy of a parent or guardian not founded upon a religious belief.

Resources

Additional text from North Carolina rules and laws on immunizations, including text suitable for printing, can be found on our [N.C. Rules and Laws](#) page.

Garrett's Law

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

First Aid and Emergency Care Procedures

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

First Responders

A first responder is defined as a staff member who:

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

First Aid Preparation and Training

A brief overview of first aid procedures will be provided to all teachers' assistants at the beginning of each school year.

All Physical Education teachers, coaches, trainers, athletic directors, and teachers shall maintain current CPR and first aid certification.

The School shall maintain current information on students, including:

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

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

The School will make First Aid and/or CPR and Safety classes available for designated school personnel.

First Aid Response: General

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

- A sick or injured student can be released only to parent/guardian(s), listed emergency contacts, or Emergency Medical Services (EMS) personnel.

First Aid Response: Emergencies

- Staff members are responsible for calling EMS (911) when necessary in an emergency. Administrators and parents must be notified as soon as safely possible after EMS has been called.
- School staff or students are not to transport students in their own cars for emergency treatment.
- Under all circumstances, upon arrival at a school, EMS personnel will become the primary care providers of the injured party for whom they were called. School personnel will remove other students and staff from the scene to allow EMS personnel space and safety to deliver appropriate care.
- EMS personnel responding to a school or school-sanctioned event will attempt to contact the school nurse or certified athletic trainer (AT) on site.
- In cases where a school nurse, AT, or administrator who knows of an existing health condition, any Health Plans on file or other documents that contain pertinent medical history, medications, allergies, and special directions that may aid the school system and paramedics in assessing the correct disposition of the child will be provided to EMS staff.
- If transportation of the child is found to be necessary by the paramedic or desired by the person acting in loco parentis, then the destination shall be determined by which facility would be most appropriate for the specific condition of the child as best determined by both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.
- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school personnel will accompany the student during transport. They will remain with the student until the parent/guardian assumes responsibility.

First Aid Response: Injuries and Illness

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

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

- A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of

- consciousness.
- Nurses, First Responders, PE teachers, Coaches, Assistant Coaches, Athletic Trainers will comply with concussion safety requirements set forth in the Gfeller Waller Concussion Awareness Act of 2011.
 - Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.
 - Students may not continue in physical education until a note of clearance is received from a licensed healthcare provider.
 - Any middle or high school athlete with a suspected concussion will not be permitted to return to any participation in practice or event until a written release is provided to the school from a healthcare provider with expertise in the management of concussion
 - Athletic Trainers will be in charge of guiding return to play progression and have the authority to withhold play.
 - Coaches, Assistant Coaches and student athletes must adhere to guidelines set forth in the Athletics Emergency Action Plan.
 - All coaches, school nurses, athletic directors, first responders, volunteers, student athletes and parents of student-athletes must be provided annually with concussion and head injury information.
 - The School will retain records of training and concussion incidents.

Do Not Resuscitate Orders

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

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

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

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

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

1. Emergency Care will be administered, including CPR.

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

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

Medication Administration

All medications administered at school must be furnished by parents. All prescription medications must be prescribed by a licensed health care professional and must come to school in containers labeled with the student's name, the name of the medication, the time to be given, the dosage, and the name of the prescriber.

Over the Counter Medications must be in their original unopened packages and must be labeled with the student's name, dosage, and time(s) of administration. ALL medication and taking of medication must be done in the office with school administration or nurse present.

If a student is involved in an accident, is injured, has an emergency, or becomes ill, school officials will always contact parents or, if the parents are unreachable, one of those adults designated by parents as an emergency contact. **Students can return to school after 24 hours vomit and fever free (without fever reducing medication).**

Students that are sick should remain at home. This includes students with fevers over 100 degrees, stomach issues such as vomiting or diarrhea, or strep throat.

The School recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parent. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the Executive Director in consultation with any school nursing personnel, the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

A. Medication Administration by School Employees

a. Conditions for Administering Medication

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over the counter without a prescription.

- i. Parental Consent: The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.

- ii. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- iii. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- iv. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- v. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

The School and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

b. Procedures for Administering Medications

The following procedures govern the administration of medications to students. These procedures and a copy of this policy must be made available to all students and parents each school year.

- i. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- ii. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the *North Carolina School Health Program Manual*.
- iii. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- iv. No student may possess, use, or transmit any drug or counterfeit drug prohibited by policy.
- v. Any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- vi. All school personnel who will be administering medications must receive appropriate training.
- vii. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care

- practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- viii. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to their child at any time while the child is on school property.
- a. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

B. Emergency Medication

Students who are at risk for medical emergencies, included but not limited to diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school sponsored activity, and/or while in transit to or from school or a school-sponsored event.

C. Student Self-Administering Medications Under a Medical Plan of Care

The School recognizes that students with certain health conditions including but not limited to diabetes, asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan. As used in this section of the policy, "medication" refers to a medicine prescribed for the treatment of medical conditions including but not limited to diabetes, asthma, or anaphylactic reactions. Guidelines for procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events are listed below.

A. Authorization to Self-Administer Medication

Before a student will be allowed to self-administer medication pursuant to this section, the student's parent must provide to the principal or designee all of the documents listed below:

- i. written authorization from the student's parent for the student to possess and self-administer the medication;
- ii. a written statement from the student's health care practitioner verifying that:
 1. the student has a diagnosed health condition
 2. the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 3. the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;

- iii. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's health condition;
- iv. a statement provided by the school system and signed by the student's parent acknowledging that the School and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and
- v. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the medication and any accompanying device.

The student's parent is encouraged to provide the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the current school year. Such permission must be renewed each school year.

B. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

C. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the Code of Student Conduct. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to required medication for conditions included but not limited to diabetes, asthma, or anaphylactic reactions.

The School does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

Food Allergy Policies for Snack and Lunch Time

All students at SCHOOL will be given time for two snacks a full day and one snack on a half-day. Snacks will be eaten in the classroom. All snacks at School must be nut-free. Parents and students are encouraged to pack a healthy snack.

Lunch will be eaten in the classroom or outside. There will be space designated for life-threatening allergies for lunch as needed. After lunch, all teachers must wipe down tables and counters with the spray provided by the school. Students may not be responsible for wiping down the tables after lunch. Teachers and staff must ensure that all students wash their hands before and after lunch. All trash from lunch must be disposed of in the designated classroom trash can.

Mandatory Reporting Policy

Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child. These reports should be made directly to the Department of Social Services where the child resides. Reports can be made by calling (919) 693-1511. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and Executive Director.

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

COUNSELING SERVICES

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.

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.

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.

Notifications:

- a. At the beginning of each school year, our School Counselors will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. School Counselors 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. Our School Counselors 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. Our School Counselors 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.

Student Discrimination, Harassment and Bullying Policies

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

McKinney-Vento

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

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

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

(B) includes--

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

Children and youth experiencing homelessness have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local attendance area school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is the parent's, guardian's, or unaccompanied youth's preference. If the school district believes the school selected is not in the student's best interest, then the district must provide the parent,

guardian, or unaccompanied youth with a written explanation of its position and inform him/her of the right to appeal its decision.

- Receive transportation to and from the school of origin, if requested by the parent, guardian, or local liaison on behalf of an unaccompanied youth.
- Receive educational services comparable to those provided to other students, according to the student's needs.

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

Parent Resources regarding the NC Homeless Education Program (NCHEP) can be found here.

Student Resources regarding the rights of Children experiencing homelessness can be found here.

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

The McKinney-Vento Dispute Resolution Policy is available in Attachment A.

School McKinney-Vento Liaison: School Social Worker

STUDENT CODE OF CONDUCT

All students are expected to follow the Student Code of Conduct.

The Student Code of Conduct is applicable to all enrolled students at all times: before, during, and after school hours while on school property; at any time while engaged in any school activities (whether on or off school property); and whenever and wherever students are under and subject to the authority of school personnel.

Students who refuse to comply with the provisions of this policy, including refusal to follow the instructions of school personnel while off-campus at approved school-sponsored or school-sanctioned events (including away athletic events, field trips, academic contests, etc.), are in violation of the policy and subject to disciplinary action.

Students and parents are reminded that, by law, student desks, lockers, and cubbies are the property of the school and subject to search and seizure of contents at any time, without warning.

CLASSROOM RULES

All FLA teachers develop and maintain their own classroom rules and expectations in addition to the school-wide implications of The Code of Conduct. Students are required to comply with these as well.

In Loco Parentis- School Staff's Role in Supporting Students Daily

At FLA, we are committed to providing a safe, supportive, and productive learning environment for all students. As part of that commitment, FLA staff operate under the principle of *in loco parentis*, a Latin phrase meaning “in the place of a parent.” This means that during the school day—and at school-sponsored events—teachers, administrators, and other staff members are entrusted with the responsibility to care for and guide students as a parent would.

In practice, this includes ensuring student safety, promoting positive behavior, and addressing issues that may interfere with the learning environment. Staff may meet with students individually or in groups to investigate concerns, address behavioral issues, or recognize students for positive actions that contribute to our school community.

This responsibility allows school personnel to:

- Intervene when students are involved in inappropriate or disruptive behavior
- Conduct investigations or threat assessments when student conduct is in question (refer to Principal when this includes more in-depth work or a serious matter)
- Enforce FLA rules and expectations consistently and fairly (always remain professional and respectful as if you are talking with your own child. Parents place trust in us to do this!)
- Provide praise and recognition when students demonstrate positive citizenship, kindness, or academic growth
- Support student's mental health needs

Our goal is to support students in becoming respectful, responsible, and successful individuals. Through *in loco parentis*, we work in partnership with families to reinforce values that contribute to a strong and respectful school culture.

Parent Notification in Serious Matters

While most investigations and disciplinary matters are handled within the scope of school policies, there may be rare instances when a situation arises that could potentially involve criminal charges. In these cases, parents or guardians will be contacted prior to any further investigative conversation with the student. This ensures that families are informed and involved in any matter that could have legal implications, and aligns with our commitment to transparency, due process, and student rights.

We encourage parents and guardians to communicate openly with staff and to view this shared responsibility as an extension of the care and structure students receive at home.

Disciplinary Actions

Purpose and Description of FLA's Code of Conduct

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

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

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

The code of conduct is divided into four classes of violations. The classes are groupings of violations of similar severity. Because of their similarity, each class of violations contains comparable consequences. While these consequences reflect what FLA believes to be fair and reasonable for that class of violations, the school also recognizes that there are times when mitigating or aggravating factors may result in a change in consequences. The school director or their designees have the authority to assign any alternate reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences from a higher class. This is intended to reinforce the importance of learning from mistakes.

General Information

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

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

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

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

Unfortunately, during the school year, conflict will arise between students. It is the expectation of FLA that students will not settle conflicts through physical altercation. If there is a fight between two students, both students will be held accountable for the incident. If a student is attempting to engage another student in a fight, it is our expectation that the other student will make every reasonable attempt to walk away and notify a school employee.

Lockers, desks, school-issued technology, and other school property remain at all times the property of FLA. They are subject to search at the discretion of the school principals, director, or their designee. Any searches shall comply with all applicable laws.

Corporal punishment is not permitted at FLA, but there may be times when school employees need to use reasonable force to control behavior or to remove a person from the scene. In such situations the School shall comply with all applicable laws including the School's Seclusion and Restraint Policy. These situations include:

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

Treatment of Administrators, Teachers, and Staff

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

Participation in Rule Violation

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

Truancy

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

Possession of Tobacco, Vapes, and Illegal Substances

The possession, use, or distribution of tobacco, vapes, or illegal drugs and/or alcohol and any THC containing or mind-altering substances by students on school property or at any school function is prohibited. Further the use, possession or distribution of legal drugs for which a student does not have a prescription or for which a student has a prescription but is not permitted to have in their possession at school is prohibited. This includes students distributing or selling legal drugs. In addition to school consequences set forth herein, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles. **The School is not required to test or prove the content of any drug or vape for purposes of providing consequences under the Code of Conduct.**

Possession of Weapons

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

Reports to Law Enforcement Agencies

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

Reports and Investigations of Child Abuse

Pursuant to state law, school personnel are required to report any suspected cases of child abuse, neglect, dependency, or maltreatment. Suspected child abuse, neglect, dependency, or death as a result of maltreatment by parents or other caretakers must be reported to the Department of Social Services. Suspected human trafficking, involuntary servitude, and sexual servitude of a child are special forms of child abuse. They must be reported to the Department of Social Services regardless of the relationship between the victim and perpetrator. Suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom, camp, after-school program, or other licensed classroom or program operated by the School, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. Where the source of the child abuse, neglect, dependency, or maltreatment is uncertain, a report should be made to these agencies. Please refer to the School’s Mandatory Reporting Policy.

Reports to the Department of Motor Vehicles

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

Personal Technology Devices

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

Definitions

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

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

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

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

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

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

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

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

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

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

*Staff may meet with students individually or in groups to investigate concerns, address behavioral issues, or recognize students for positive actions that contribute to our school community. Parents will not be contacted prior to such meetings and any requests to be contacted will not be honored unless there is suspected criminal activity that may result in charges by local law enforcement. Staff will do our best to keep parents informed about any significant events that occur at school involving students.

Behavior Contracts

Students that continue to demonstrate a more extensive need for behavioral support in and out of the classroom can utilize a behavior contract to outline those supports. Contracts are created with a team of people, including the parents and the Principal, and specifically addresses particular behaviors. Rewards and consequences are identified and may reach beyond the Code of Student Conduct.

CLASS I INFRACTIONS			
Offense/Violation	First Offense	Second Offense	Third Offense
Minor Disruption/ Classroom Disturbance/Disorderly Conduct	Warning; possible parent contact; possible 1-3 days silent lunch	Parent contact; 1-5 days silent lunch detention	Referral to Principal; Parent contact; possible 1-10 days of OSS
Noncompliance (failure to obey the reasonable request of staff)	Warning; possible parent contact; possible 1-3 days silent lunch	Parent contact; possible 1-5 days silent lunch detention; possible 1-10 days OSS	Referral to Principal; parent contact; possible 1-10 days OSS
Falsification, giving false information	Warning; possible parent contact; possible 1-3 days silent lunch	Parent contact; 1-5 days silent lunch detention	Referral to Principal; Parent contact; possible 1-10 days OSS
Arriving at school before designated drop off time without permission or without legitimate before-school purpose /Remaining on campus after designated pick up time without permission or without legitimate after-school purpose	Warning; parent contact	Referral to Principal; parent contact; possible 1-3 days silent lunch	Referral to Principal; parent contact; possible 1-10 days OSS
Conducting business / solicitation on campus	Warning; parent contact	Parent contact; 1-3 days silent lunch detention	Referral to Principal; parent contact; possible 1-10 OSS
Inappropriate comments, hurtful language, or inappropriate games, including horseplay	Parent contact; 1-3 days silent lunch detention	Referral to Principal; Parent contact; possible 1-5 days silent lunch; possible 1-10 day OSS	Referral to Principal; parent contact; 1-10 day OSS
Use of profanity or vulgar language, gestures or depictions OR depictions directed at others	Parent contact; 1-3 days silent lunch detention	Referral to Principal; Parent contact; possible 1-5 days silent lunch; possible 1-10 day OSS	Referral to Principal; parent contact; 1-10 day OSS

Defamation of character/Verbal abuse and harassment	parent contact; 1-5 days silent lunch	Referral to Principal; parent contact; ; possible 1-5 days silent lunch; possible 1-10 day OSS	Referral to Principal; parent contact; 1-10 day OSS
Cheating/ plagiarism/ allowing others to copy work	Parent contact; student required to complete similar assessment	parent contact; student required to complete similar assessment; ; 1-3 days silent lunch	Referral to Principal; parent contact; student required to complete similar assessment; possible 1-10 OSS
Failure to attend or complete silent lunch detention	Possible parent contact; student will complete silent lunch plus additional day	Referral to Principal; parent contact; student will complete detention plus 2 additional days	Referral to Principal; parent contact; student will complete silent lunch detention; 1-10 day OSS
Dress Code Violation	Warning; parent contact; change of item	parent contact; change of item; possible 1-3 days silent lunch detention	Referral to Principal; parent contact; change of item; possible 1-10 days OSS
Technology violation (ie:cell phone, Apple/smart watches, airpods/earbuds or other devices as defined in the Cell phone and Wireless Communication Devices Policy)	Parent contact; confiscation of device until the end of the school day; 1 day silent lunch	Referral to Principal; parent contact; confiscation of device-parent pickup from office; 2 days silent lunch	Referral to Principal; parent contact; possible 1-10 days OSS or permanent ban of device
Violation of Honor Code	Parent contact; possible 1-5 days silent lunch; possible 1-10 days OSS	Referral to Principal; parent contact; possible 1-5 days silent lunch; possible 1-10 days OSS	Referral to Principal; parent contact; 1-10 days OSS
Field Trip Policy Violation	Parent contact; possible loss of field trip privileges; possible 1-10 days OSS	Parent contact; possible loss of field trip privileges; 1-10 days OSS	Parent contact; possible loss of field trip privileges; 1-10 days OSS

Minor Parking Violation: which includes failure to display parking permit, loud music, hanging out in the parking lot or other rules listed on parking application	Warning; parent contact	Referral to Principal; parent contact; Possible 1-5 days of silent lunch; Possible 1-5 days suspension of parking (if applicable); SRO notification	Referral to Principal; parent contact; possible permanent loss of parking pass for the year (if applicable); Possible 1-10 days OSS; SRO notification
CLASS II INFRACTIONS			
Offense/Violation	First Offense	Second Offense	Third Offense
Repeated Class I Infractions (5 or more)	Parent contact and possible teacher conference); Possible 1-5 days silent lunch; possible behavior contract	Referral to Principal; parent contact; 1-10 OSS; required behavior contract	Referral to board for possible exclusion.
Excessive tardies (6 or more)	See tardy policy in handbook.	See tardy policy in handbook.	See tardy policy in handbook.
Entering prohibited areas on campus	Parent contact; possible 1-5 days silent lunch detention; possible 1-10 days of OSS	Referral to Principal; parent contact; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 OSS
Misuse of pass/no pass (skipping class on campus)	Parent contact; Possible 1-5 days silent lunch	Referral to Principal; parent contact; 1-5 silent lunch; possible 1-10 days of OSS	Referral to Principal; parent contact; possible 1-10 OSS
Inappropriate use of technology; Violation of the Acceptable Internet and Technology Use & Internet Safety Agreement	Parent contact; possible suspension or permanent ban of device, technology or privileges;	Referral to Principal; parent contact; confiscation of device-parent pickup from office; possible suspension or	Referral to Principal; parent contact; permanent ban of device, technology, or privileges; possible 1-10 days OSS

	possible 1-5 days silent lunch; possible 1-5 days OSS	permanent ban of device, technology or privileges; possible 1-10 days OSS	
Leaving campus during the school day without permission (skipping class off campus/off campus lunch when not eligible)	Referral to Principal; parent contact; possible 1-10 days of OSS; SRO notification	Referral to Principal; parent contact; 1-10 days of OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; SRO notification
Parking/Driving: Any major parking/driving infraction, including: parking in an unapproved/unassigned location, speeding on campus, reckless driving, not following staff traffic directions or other rules listed on parking application	Referral to Principal; Parent contact; possible 1-5 days silent lunch; Possible 1-5 days suspension of parking (if applicable) SRO notification; possible 1-10 days of OSS	Referral to Principal; parent contact; 5-10 days suspension of parking (if applicable); SRO notification; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 days OSS; possible permanent loss of parking pass for the year (if applicable); SRO notification
Students being picked up in an unapproved location	Warning; parent contact;	Referral to Principal; parent contact; SRO notification; possible 1-5 days silent lunch	Referral to Principal; parent contact; SRO notification; 1-10 days OSS
Gambling	Referral to Principal; parent contact; mandatory meeting with school counselor; possible 1-10 days of OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; possible recommendation for exclusion or expulsion; 1-10 day OSS; SRO notification
Communicating threats/hazing without physical contact: All threats, including those made "as a joke," will be treated as real until determined otherwise through investigation. The level of	Referral to Principal; possible threat assessment, possible parent conference; mandatory meeting with school counselor; SRO notification;	Referral to Principal; possible threat assessment, parent conference; possible 1-10 OSS; SRO notification *Possible elevation to Class 3 Infraction*	Referral to Principal; possible threat assessment, parent conference; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification

consequence will be determined by administration based on intent, credibility, and impact on the school environment.	Possible 1-5 days of silent lunch or loss of privileges, possible 1-10 days of OSS *Possible elevation to Class 3 Infraction*		*Possible elevation to Class 3 Infraction*
Use of counterfeit items	Referral to Principal; parent contact;; SRO notification; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 days OSS; SRO notification	Referral to Principal; parent contact; 1-10 days OSS; possible recommendation for exclusion or expulsion; SRO notification
Hate speech: acts of bias and/or inappropriate comments including and not limited to race, religion and gender	Referral to Principal; parent contact; possible 1-5 days silent lunch; mandatory meeting with school counselor; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 days OSS	Referral to Principal; parent contact; 1-10 days OSS; possible recommendation for exclusion or expulsion
Inappropriate public display of affection (e.g., hand holding and hugging)	Verbal warning	arent contact; 1-5 days silent lunch detention	Referral to Principal; parent contact; possible 1-10 day OSS
Inappropriate public display of affection (e.g., beyond hand holding and hugging)	Referral to Principal; parent contact; possible 1-5 days silent lunch;possible 1-10 days of OSS; mandatory meeting with school counselor	Referral to Principal; parent contact; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 day OSS;
Sexual conduct (indecent exposure, streaking, displays of nudity or partial nudity, any type of sexual acts, or display)	Referral to Principal; parent contact; 1-10 day OSS; mandatory meeting with school counselor; SRO notification	Referral to Principal; parent contact; 1-10 OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification

Indecent exposure (non-sexual)	Referral to Principal; parent contact; mandatory meeting with school counselor; possible 1-10 day OSS; SRO notification	Referral to Principal; parent contact; 1-10 day OSS; SRO notification	Referral to Principal; parent contact; 1-10 day OSS; possible recommendation for exclusion or expulsion; SRO notification
Sexual harassment (sexual harassment refers to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature or unwelcomed physical contact of a sexual nature which may have the purpose of creating an intimidating, hostile, or offensive learning environment.)	Referral to Principal; parent contact; mandatory meeting with school counselor; possible 1-10 day OSS; SRO notification	Referral to Principal; parent contact; 1-10 day OSS; SRO notification	Referral to Principal; parent contact; 1-10 day OSS; possible recommendation for exclusion or expulsion; SRO notification
Unwanted and/or inappropriate personal contact: engaging in any conduct or using any item which does, or could reasonably be expected to lead to major disturbance and/or personal injury through unwanted physical contact	Referral to Principal; parent contact; possible 1-5 days silent lunch; possible 1-10 OSS	Referral to Principal; parent contact; possible 1-5 days silent lunch; Possible 1-10 day OSS	Referral to Principal; parent contact; 1-10 day OSS; possible recommendation for exclusion or expulsion; SRO notification
Bullying: intimidation or bullying; threatening, stalking or seeking to coerce or compel a person to do something; engaging in the nonverbal, verbal, written, cyber or physical gestures and/or conduct that threatens another with harm, including intimidation through the	Referral to Principal; parent contact; mandatory meeting with school counselor; SRO notification; possible 1-10 days of OSS	Referral to Principal; parent contact; 1-10 OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification

use of epithets, natural origin, religion, religious practices, gender, sexual orientation, age or disability that substantially disrupts the educational process.			
Fighting (verbally instigating an altercation or physically participating in)	Referral to Principal; parent contact; 1-10 OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification
Vandalism/willful destruction of school property	Referral to Principal; parent contact;; financial restitution to FLA; possible 1-10 days of OSS	Referral to Principal; parent contact; 1- 10 OSS; financial restitution to FLA; SRO notification	Referral to Principal; parent contact; financial restitution to FLA; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification
Destruction of personal property	Referral to Principal; parent contact;; financial restitution to victim; possible 1-5 days silent lunch; possible 1-10 days of OSS	Referral to Principal; parent contact; possible 1- 10 days OSS; financial restitution to victim; SRO notification	Referral to Principal; parent contact; financial restitution to victim; 1-10 days OSS; possible recommendation for exclusion or expulsion; SRO notification
Theft of personal property	Referral to Principal; parent contact;; financial restitution to victim; SRO notification; possible 1-10 days of OSS	Referral to Principal; parent contact; required community service; possible 1- 10 OSS; financial restitution to victim; SRO notification	Referral to Principal; parent contact; financial restitution to victim; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification

Unauthorized possession or use of medication	Referral to Principal; parent contact; Confiscate medication	Referral to Principal; parent contact; confiscate medication; possible 1-10 OSS; Possible SRO notification	Referral to Principal; parent contact; confiscate medication; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification
Possession of prohibited items/combustible items or materials/possession of laser pointers; use of personal imaging equipment; use of equipment to disrupt an assembly, or in a manner that disrupts the security system of school or impacts the well-being of others	Referral to Principal; parent contact; mandatory meeting with school counselor;; possible 1-10 days of OSS	Referral to Principal; parent contact; possible 1-10 days of OSS; SRO notification	Referral to Principal; parent contact; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification
Smoking/vaping (use of any tobacco products, smokeless or otherwise i.e Juul, vapes, e-cigs, etc.) and/or possession of smoking accessories	Referral to Principal; parent contact; confiscation; mandatory meeting with school counselor; 1-10 OSS; SRO notification	Referral to Principal; parent contact; confiscation; 1-10 OSS; SRO notification	Referral to Principal; parent contact; confiscation; 1-10 OSS; possible recommendation for exclusion or expulsion; SRO notification
CLASS III INFRACTIONS			
Offense/Violation	First Offense		
Repeated Class II Infractions (3 or more)	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion		
Threat of Violence	Referral to Principal; possible threat assessment, parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification		

Sexual Assault	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
False fire claim/or other emergency alarm	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Causing a fire/arson	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Trespass on school property (including unauthorized presence on school property during a suspension)	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Breaking and entering	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Incendiary devices	Referral to Principal; parent contact; confiscation; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Gang Activity	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Extortion	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
CLASS IV INFRACTIONS	
Offense/Violation	First Offense
Use or possession of alcohol, controlled substances or drug paraphernalia, or a substance which the individual believes or represents to be such	Referral to Principal; parent contact; confiscation; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Weapons* possession (or any instrument or replica thereof that is used or appears capable of use to inflict serious bodily injury)	Referral to Principal; parent contact; confiscation; automatic recommendation to the BoD for long term

	OSS and/or exclusion and/or expulsion; SRO notification
Assault with serious injury	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Possession of or sharing of pornographic material; sexting: the act of sending sexually explicit or sexually provocative photos or videos electronically	Referral to Principal; parent contact; confiscation; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Rape	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
False alarm, bomb scare, threat of harm, misuse of technology to make a threat	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification
Robbery	Referral to Principal; parent contact; automatic recommendation to the BoD for long term OSS and/or exclusion and/or expulsion; SRO notification

*any gun, rifle, pistol, or other firearm of any kind, any dynamite cartridge, bomb, grenade, mine, or powerful explosive, any BB gun, stun gun/taser, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on educational property.

Discipline of Students with Disabilities

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

SPECIAL EDUCATION SERVICES

FLA employs certified Special Education Teachers to provide consultation services to classroom teachers who serve special education students pursuant to their IEP. FLA shall comply with federal and state law to ensure that all students with disabilities will be provided with a free appropriate education (FAPE).

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

Students with special needs cannot be suspended from FLA for more than 10 cumulative days in a school year without following specific procedures where the incidents for which the student is being suspended are related or where such procedures are required by law. Services must be provided starting on day 11, and the IEP team must meet to determine if a manifestation determination has occurred when legally required to do so.

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

When Exclusion Is Required

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

- A. School Administrators may suspend a special needs student for up to 10 school days in a school year, just like any student. Suspension day 11 will trigger a Manifestation Determination meeting.

- B. Students considered for long-term suspensions, exclusion, expulsion, or for whom a pattern is determined must have a Manifestation Determination.
- C. If the behavior is unrelated to the disability, the student may receive standard disciplinary action (suspension, exclusion, expulsion). However, the student must continue with special education services when required by law.
- D. If the behavior is related to the disability, the student may NOT be suspended, excluded, or expelled.
- E. At all stages, the IEP team may meet to determine an alternative placement. The new placement would then not be considered as a removal or suspension. When or if a change is warranted, the team will need to meet again to change placement back to the original school setting.

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

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

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

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

Any change in special education placement must be documented on:

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

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

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

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

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

Manifestation Determination

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

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

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

Day 11 Requirements

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

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

If the change in placement is due to disciplinary reasons:

1. On the day of the incident or as soon as possible, the School shall send the parent/guardian an Invitation to a Manifestation Review Determination meeting.
2. Conduct a Manifestation Determination.

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

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

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

- The student must be returned to the placement from which the student was removed unless the parent and FLA agree to a change of placement.

- Conduct a Functional Behavioral Assessment (FBA) unless it is completed (current IEP and current school year). If completed, review as needed.
- Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review it and modify it to address the behavior.

Athletics and Extracurricular Activities

Please see Athletic Handbook

General School Policies

Parent Involvement Groups

PARENT - TEACHER ASSOCIATION (PTA): The FLA PTA is associated with the NC PTA. The PTA is the official parent support organization: they design and implement all organized parent support events and activities. Parents who wish to be involved in the planning and decision-making concerning parent support events and activities are encouraged to join the PTA and pay their membership dues. The PTA meets once each month, sometimes more often. PTA officers are elected from among the dues-paying PTA membership each spring for the following year.

FLA FIREBIRD FLIGHT CREW: The FLA Firebird Flight Crew is the parent booster club for FLA athletics. See the "Athletics" tab on the FLA website (www.fallslakeacademy.com) and follow the links for complete and detailed information about Firebird teams.

FLA ARTS BOOSTER CLUB (FLAART): FLAART is the parent booster club for FLA arts programming. See the "Arts" tab on the FLA website (www.fallslakeacademy.com) and follow the links for complete and detailed information about Firebird arts programs.

BAND BOOSTER CLUB: The Band Booster Club is the parent booster club for FLA Band. See the "Arts" the FLA website (www.fallslakeacademy.com) and follow the links for complete and detailed information about Firebird band programs.

Parent Involvement Hours

Falls Lake Academy welcomes and encourages parent volunteers as it's an important component in the education process. We believe parents enhance the learning experiences for students. The more you know about what takes place with your child's education, the more you can continue and expand upon the learning at home. Your involvement helps us to maintain a safe, secure and nurturing learning environment for all of our students and staff. Firebird families are required to complete 10 hours of involvement time at Falls Lake Academy each year. Parent hours must be submitted online.

We really value our parents being involved in their students' education. Something that is unique to our FLA environment is having parents present on campus and involved in the place that their child spends the majority of every day. The purpose of requiring involvement hours is for parents to be involved in their students' education, not to get adults volunteering more in the general community. We would like for parents to understand that parent involvement hours are in place for the benefit of our students. There is a lot of research out there that supports the importance of parents being actively involved in their

students' education. When parents are physically present on school campus it shows their personal child and other students that their education is valued. **Visitors who have contact with and/or interact with the kids directly are required to have a background check on file.**

Pledge of Allegiance/ National Anthem

(§36 USC 301, 2007)

Students at Falls Lake Academy will have the opportunity to recite the Pledge of Allegiance to our Flag each day during morning announcements. When saying the Pledge of Allegiance, citizens of all ages should stand at attention, facing the flag, and salute by placing the right hand over the heart. Hats should be removed. When in uniform, military personnel, firefighters, and law enforcement officers give a military salute. Veterans and service personnel out of uniform may give the military salute or place the right hand over the heart.

Everyone, even very young children, should rise, remain standing, and salute by placing the right hand over the heart during the playing of The Star-Spangled Banner — first note to last.

If you are on the way to your seat at a sports event, or in any public place, and the first strains of the Anthem are heard, stop where you are and stand at attention until the end. Don't talk, chew gum, eat, or smoke during the singing or playing of the Anthem.

[NOTE: Students with religious or nationalist objections to participation in the Pledge or the demonstration of respect for the Anthem are not required to recite or participate in our demonstrations of respect, but they may not disrupt or create disturbances when other students are doing so.]

Posting or Publishing Student Pictures and Information

The School reserves the right to post pictures and images of current and former students on its website, official Facebook page or for any other School purpose. Parents who do not wish to allow Falls Lake Academy to use their child's picture or image must send a letter in writing to the Executive Director or complete the appropriate area on enrollment paperwork.

Boy Scouts of America Equal Access Act

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

Gender Equity Policy (Title IX)

The School certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The School, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

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

Seclusion and Restraint Policy

Falls Lake Academy complies with all applicable laws governing seclusion and restraint. The School has established guidelines for the use of restraint and provisions for training the staff in the management of student behavior in accordance with North Carolina General Statute, 115C-391.1 (also known as House Bill 1032 – Deborah Greenblatt Act). This law took effect July 1, 2006, and requires the School to inform parents of the existence of the law, the definitions for the following terms, and how the School will use these forms:

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

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

Parents' Bill of Rights

Parents have legal rights with regard to their child's education and in accordance with North Carolina State law, S.L. 2023-106; Senate Bill 49. Please find the information pertaining to this law on our website at: <https://www.ncleg.gov/Sessions/2023/Bills/Senate/PDF/S49v4.pdf>

The School believes that parent and family involvement must be aggressively pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith

congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board is committed to developing policies to involve parents in schools and their child's education effectively. N.C.G.S. § 115C-76.20(b)(3).

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

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

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

A. Parent Rights

A parent has the right to the following:

- (1) To direct the education and care of their child.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
- (5) To make healthcare decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
 - A crime committed against the child under Chapter 14 of the General Statutes.
 - An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b. When otherwise prohibited by law.
- (2) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
- (3) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- (4) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - a. During or as part of a court proceeding.

- b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - c. When the recording will be used solely for any of the following purposes:
 - A safety demonstration, including one related to security and discipline on educational property.
 - An academic or extracurricular activity.
 - Classroom instruction.
 - Photo identification cards.
 - Security or surveillance of buildings, grounds, or school transportation.
- (5) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

B. Limitations on the right to parent:

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

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

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157. Please consult the Student Handbook for this information.
- (3) The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.
- (4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Student Handbook for this information.

- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Student Handbook for this information as well as the Department of Public Instruction.
- (9) The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
- (10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Student Handbook for this information
- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Student Handbook for this information.
- (12) The right to review all available records of materials their child has borrowed from a school library. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

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

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

E. The School's Guide for Student Achievement Pursuant to 115C-76.30.

- (1) The School has chosen to comply with these provisions by ensuring the following information is in the Student Handbook available on this School's website:
 - a. Requirements for students to be promoted to the next grade.
 - b. School entry requirements, including required immunizations and the recommended immunization schedule.
 - c. Ways for parents to do the following:
 - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
 - Strengthen their child's citizenship, especially social skills, and respect for others.
 - Strengthen their child's realization of high expectations and setting lifelong learning goals.
 - Enhance communication between the school and the home.
- (2) The School has chosen to comply with 115C-76.30, making the following information available through its website; the Student Handbook found on the School's website; School and classroom communications (hard copy or via email); communications from the School's PTO; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
 - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advice, and student counseling services; and after-school programs.
 - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.

- c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
- d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
- e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
- f. Contact information for school and unit offices.
- g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
 - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
 - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.

The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the School's website and/or in community and/or school communications. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

- (1) Providing links to parents for community services.
- (2) Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
- (3) Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

G. The School has established policies to do all the following:

- (1) Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. *Please consult the School's website and Student Handbook on the School's website.*
- (2) Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. *Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the School's website; and the Student Handbook on the School's website.*
- (3) Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the

process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. *Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.*

- (4) Establish a means for parents to object to textbooks and supplementary instructional materials. *Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.*
- (5) Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. *Please consult the Student Handbook available on the School's website for further information.*
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. *Please also consult the Student Handbook available on the School's website.*

H. Further Compliance

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

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, our School Counselors will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. School Counselors 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. Our School Counselors 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. Our School Counselors 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. § 115C-76.60 is set forth in this policy, Entitled Parental Remedies.

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

- (1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- (2) A parent of a child enrolled at our School may request in writing from the Principal or designee any of the information the parent has the right to access, as provided in this Part. The request must be made no less than 48 hours in advance via email sent to the Principal. Within 10 business days, the Executive Director or 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 or 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 Student Handbook available on the School's website.

M. Procedures and Remedies for Parent Concerns

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

- (1) The parent shall submit in writing a detailed description of their concern to the School via email to the grade level Principal. Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
- (2) Within seven business days of receiving the concern, the grade level Principal shall either:
 - a. Resolve the concern and notify the parent of the resolution, or
 - b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
 - c. Notify the parent of why the concern cannot be resolved.
- (3) If the concern is not resolved within 30 days, a parent may do one of the following:
 - a. Notify the State Board of Education and request a Parental Concern hearing, or
 - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's

procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.

- (4) The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

N. Reporting requirements under § 115C-76.70

- (1) The School shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:
 - a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
 - b. The following information from the prior school year:
 - The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
 - The number of statements provided to parents as required by G.S. 115C-76.60(a).
 - The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
 - The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

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

- (1) **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
- (2) **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Student Handbook as well as the following: contact through the student information system (ie: Infinite Campus)
- (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 are selected by our staff to address the grade level standards as determined by the North Carolina Department of Public Instruction. Principals are consulted about additions and/or modifications needed to the curriculum being used throughout the year.
- (8) **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in our Student Handbook, at Open House, at Back to School night, and through teacher communications.
- (9) Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Open House, Back to School Night, and by making an appointment with their child's teacher to be held between the hours of 4:00pm and 5:00pm.
- (10) **Process for Library Check Out and Notification**
Students are allowed to check out books from the library during their Library elective class time.

P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.

- (1) The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.

- (2) In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
- (3) To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such 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 to the Executive Director or sent via mail or hand delivered to the School's address and designated on the outside of the letter: *c/o Textbook and/or Supplementary Material Challenge*.
- (4) The Administrative Team, consisting of the school principals, Principal of Exceptional Children, Principal of Media and Data, and MTSS and Testing Coordinator, shall review such challenges 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. 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.

Parents' Guide to Student Achievement

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

Tuition and Fees

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

1. Any fees that are charged by the local school administrative unit in which Falls Lake Academy is located.

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

Admissions and Enrollment Policy

See Enrollment Agreement / School Parent Compact

See 4.2300 ADMISSIONS AND ENROLLMENT Policy

School Entry Requirements

All registration forms are completed online using SchoolMint. Every student enrolled must complete the following registration documents before the designated deadline. Those items included in the registration packet:

- Enrollment Contact
- Student Data Sheet
- Special Education
- Home Language Survey Form
- Photo, Print, and Publishing Permission Form
- Acceptable Internet and Technology Use
- Student Pick-up & Check-out Authorization & Emergency Contacts
- Military Connection Form
- Student Residency Questionnaire
- Middle School New Enrollee Form - if applicable
- High School New Enrollee Form - if applicable

You will also need to upload a copy of all the needed documents that are requested in the enrollment packet: Student's Birth Certificate, Photo ID for Parent or Legal Guardian, Proof of Residence - Must state the COUNTY you reside in, Immunization Record, Health Assessment - if requested, Most Recent Report, Current Transcript (Grades 9-12), Guardian Documents - if applicable.

Smoking or Vaping on Campus

School is a smoke-free campus. In keeping with the school's intent to provide a safe and healthy work environment, smoking and/or vaping are prohibited on School property at all times. This policy applies equally to all employees, parents, students, volunteers and visitors. This policy also includes the use of e-cigarettes.

Weapons

Weapons of any kind* are expressly prohibited on school grounds or during school events. Weapons are defined as: any gun, rifle, pistol, or other firearm of any kind, any dynamite cartridge, bomb, grenade, mine, or powerful explosive, any BB gun, stun gun/taser, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional

supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on educational property.

Drug and Alcohol Use

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

Threats and Violence

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

School Safety

Falls Lake Academy has a Crisis Management Team that will create and manage the following procedures by outlining the actions and responsibilities of staff and administration in addressing the following issues:

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

The Executive Director oversees the Crisis Management Team, and it is the responsibility of the Executive Director to ensure that the procedures are current and applicable and that all relevant parties are aware of the procedures.

The Executive Director is also responsible for ensuring that drills occur on a regular basis. These procedures will be reviewed annually by the Crisis Management Team, and any changes or revisions will

be made by the Executive Director. The Executive Director is responsible for communicating these procedures to the Board of Directors.

Unsafe School Choice Option

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

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the School building of compliance with AHERA. Falls Lake Academy does not contain any Asbestos containing materials.

Hazardous Chemicals

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

Fire and Safety Regulations

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

Registered Sex Offenders Policy

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

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

The School is committed to the following:

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

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of certain sexually violent

offenses or any offense where the victim was under the age of 16 years at the time of the offense ("Prohibited Persons") are expressly forbidden to be present on any property owned or operated by the School system, including School buildings, athletic fields, playgrounds, parking lots, School buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other School-related functions, whether before, during or after School hours.

In addition, Prohibited Persons may not attend or be present at any student function or field trip on or off of School property, which is 1) School-sponsored or 2) otherwise under the official supervision or control of School personnel. This policy applies to all Prohibited Persons regardless of their relationship to, or affiliation with, a student in the School system (i.e., stepparents, aunts, uncles, grandparents, etc).

A. Prohibited persons

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

B. No special permission

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

C. Possible exceptions for students

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

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

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

all times. If personnel are unavailable to supervise the Parent/Legal Guardian during any visit, they shall not be permitted on the School property.

- d. For each visit authorized by subsection (a) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Director, including any restrictions on the date, time, location, and length of meetings.

2. Enforcement

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

3. Applicability

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