

Davidson Charter Academy Parent-Student Handbook 2025-2026



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Part 1: General Information

Welcome

Welcome to Davidson Charter Academy – Home of the CHARGERS!

Davidson Charter Academy is a North Carolina Public Charter School serving students in Kindergarten through Eighth grade. Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions, associate with any religion or religious group, or charge tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system. DCA is our own Local Education Agency (LEA) and is not affiliated with any surrounding school districts.

Mission Statement

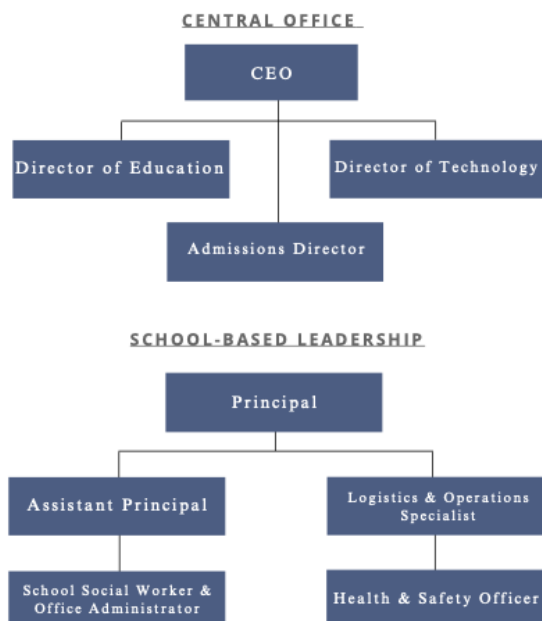
Davidson Charter Academy, in partnership with parents and community members, will foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

DCA's Administrative Team

DCA is operated by an administrative team categorized by central office leadership and school-based leadership.

DAVIDSON CHARTER ACADEMY

Administration Organizational Chart



Central Office Team

CEO	Joseph Wood	jwood@davidsoncharter.org
Director of Education	Lori James	ljames@davidsoncharter.org
Director of Technology	Gina Snow	gsnow@davidsoncharter.org
Admissions Director	Melissa Lally	mlally@davidsoncharter.org

School-Based Team

Principal	Dr Tina Alexander	tallexander@davidsoncharter.org
Assistant Principal	Wynnie Poplin	wpoplin@davidsoncharter.org
Logistics & Ops Specialist	Meredith Collins	mcollins@davidsoncharter.org
School Social Worker & Office Admin	Gina Autry	gautry@davidsoncharter.org
Health & Safety Officer	Dave Barber	dbarber@davidsoncharter.org
Athletic Director	Matt Gryder	mgryder@davidsoncharter.org

Please feel free to schedule an appointment to meet with any of our school leaders. Please note that if you do not have an appointment, they may not be available to meet with you upon your request. Thank you for your understanding.

DCA's Board of Directors

As a non-profit school, DCA 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 meets on the third Tuesday of each month, except August and December. Any additional meetings and/or changes to the meeting schedule will be posted on the school's website. Meetings are open to the public and the minutes are posted on our website after they are approved at the following month's meeting. Public comments are allowed at board meetings. Anyone who wants to make a public comment must sign up to speak at the beginning of each meeting. Comments can be no longer than 3 minutes long and the board cannot respond. Board members have been selected due to their wide range of experience and expertise to ensure the successful oversight of Davidson Charter Academy. They serve as volunteer stewards of this school.

2024-2025 Board Members

Name, Title	Email
Amanda Whitaker, Chairperson	awhitaker.board@davidsoncharter.org
Christine England, Vice Chair	cengland.board@davidsoncharter.org
Warren Alston, Member	walston@cfproperties.org
Andrew Lance, Secretary	alance.board@davidsoncharter.org
Greg Turlington, Treasurer	gturlington.board@davidsoncharter.org

Mascot and School Colors

Both Elementary and Middle School have the same Mascot and School Colors. We are the Chargers, and our school colors are navy blue and gold.

Parent-Teacher Organization (PTO)

The mission of the PTO is to help build a strong partnership between DCA's staff and the parents. This strong partnership leads to great success for our children. To help build this partnership we need your involvement. As a member of DCA you are automatically part of the PTO; how involved you want to be in the PTO is up to you. Studies have shown that parent involvement in their children's school helps lead to student success. We will offer many ways to get involved and no matter how big or small the involvement may be, it all makes a difference.

The primary goal of the PTO is to engage our school community (through on and off-campus events) and support our teachers and staff (through volunteerism and donations). We value everyone's voice and want to hear from you how we can make DCA successful. We do not have annual dues, but we do raise funds throughout the year to support our goals. With these funds being raised, we can do more for the students of DCA and assist teachers with their needs. We also want to show our appreciation for our DCA staff for all they do for our children.

School Hours

Elementary (K-5 th Grade)	Middle School (6 th -8 th Grade)
8:00 am – 2:35 pm	7:45 am – 2:50 pm
Early Release: 12:00 pm	Early Release: 11:45 am

Helpful Contact Information

Attendance	attendance@davidsoncharter.org
Office	office@davidsoncharter.org
Nurse	nurse@davidsoncharter.org
Parent Portal	parent.portal@davidsoncharter.org
Registrar	admissions@davidsoncharter.org

Approved Date: 02/26/2025

The school calendar is on our website (davidsoncharter.org) and available for download.

Part 2: Academic Program

The faculty at Davidson Charter Academy helps students realize their academic goals through research-based based, developmentally appropriate methods, and best practices in education. Services for academically gifted and exceptional children are provided within the regular classroom. When a child's individual education plan warrants resource services, those are provided.



K-8 Education Plan

Subject	K-5 Curriculum
Language Arts	<ul style="list-style-type: none"> • <u>Foundations/Just Words Wilson Language Programs</u>- Foundations is a multisensory and systematic phonics, spelling, and handwriting program for students in grades K-3. Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4 and 5. • <u>Guided Reading</u>- Guided reading is a small-group teaching method where the teacher supports students at their reading level to build decoding, comprehension, and fluency skills. It helps meet literacy standards by focusing on key reading abilities aligned with grade-level goals. • <u>Novel Studies/Literacy Circles</u> – Novel studies help students enhance their reading comprehension and critical thinking by engaging with high-quality literature. This approach gives students a meaningful way to practice and strengthen skills aligned with standards in an engaging context. In literacy circles, students come together to discuss a book in depth, encouraging critical thinking and reflection. Through structured discussions and extended written responses, students deepen their understanding and connection to the text. • <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential.
Math	<ul style="list-style-type: none"> • <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential. • <u>Eureka Math</u> – Used as a resource, this comprehensive math curriculum is designed to build students' mathematical knowledge through carefully sequenced progressions, helping them develop a deeper understanding of the concepts and the reasoning behind the numbers.
Science	<ul style="list-style-type: none"> • <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential. • <u>STEMscopes</u> (Fifth Grade Only) – A comprehensive, hands-on science curriculum based on the 5E instructional model: engage, explore, explain, elaborate, and evaluate. It is designed to support inquiry-based learning and aligns with state and national science standards, helping students develop critical thinking and problem-solving skills through real-world STEM experiences.
Social Studies	<ul style="list-style-type: none"> • <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential.
Enrichment: <ul style="list-style-type: none"> • Art • Music • PE/Health • Spanish 	<ul style="list-style-type: none"> • <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential.

Subject	6th-8th Curriculum
Language Arts	<ul style="list-style-type: none"> <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential. <u>Novel Studies/Literacy Circles</u> – Novel studies help students enhance their reading comprehension and critical thinking by engaging with high-quality literature. This approach gives students a meaningful way to practice and strengthen skills aligned with standards in an engaging context. In literacy circles, students come together to discuss a book in depth, encouraging critical thinking and reflection. Through structured discussions and extended written responses, students deepen their understanding and connection to the text.
Math	<ul style="list-style-type: none"> <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential. <u>Eureka Math</u> – Used as a resource, this comprehensive math curriculum is designed to build students' mathematical knowledge through carefully sequenced progressions, helping them develop a deeper understanding of the concepts and the reasoning behind the numbers.
Science	<ul style="list-style-type: none"> <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential. <u>STEMscopes</u> – A comprehensive, hands-on science curriculum based on the 5E instructional model: engage, explore, explain, elaborate, and evaluate. It is designed to support inquiry-based learning and aligns with state and national science standards, helping students develop critical thinking and problem-solving skills through real-world STEM experiences.
Social Studies	<ul style="list-style-type: none"> <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential.
Electives: <ul style="list-style-type: none"> Art PE/Health Spanish 	<ul style="list-style-type: none"> <u>Standards-Based Instruction</u> – This approach centers on guiding students toward mastery of the North Carolina Standard Course of Study. It involves a continuous cycle of teaching, assessment, and feedback, ensuring every student has the opportunity to reach their full learning potential.

Remediation and Enrichment Programs

Subject	Program/Plan
Language Arts	<p><u>mCLASS DIBELS 8 (K-3)</u> North Carolina's Department of Public Instruction (DPI) selected mCLASS DIBELS 8 as the state's K-3 Literacy program. This is an integrated literacy system based on the Science of Reading. mCLASS aligns all core curriculum, instruction, and assessments and provides appropriate individualized literacy interventions to address difficulty with reading development.</p> <p><u>IXL Language Arts (6-8)</u> Following best practices for effective early literacy instruction, IXL's curriculum supports all essential components of reading: phonemic awareness, explicit and systematic phonics instruction, fluency, vocabulary, and comprehension. This program meets 6-8 students at their level regardless of grade or skill level.</p>
Math	<p><u>IXL Math (3-8)</u> The IXL platform is a personalized digital learning program that helps students build a deep understanding of math. IXL Math promotes rigor by introducing conceptual understanding, then practicing procedural fluency, and challenging students to tackle problems with real-world applications. This program aligns with the NC State standards and prepares learners for the rigor of standardized tests.</p>

Assessments

(DCA is Required to Administer all State-Mandated Assessments. Please refer to DCA's testing plan for additional information.)

Grade	Assessment
Kindergarten - Second Grade	<p>Reading</p> <ul style="list-style-type: none"> <u>Benchmark Assessments</u> – Benchmark assessments are quarterly evaluations aligned with the learning standards students are expected to master throughout the school year. They are designed to monitor progress and determine how well individual students and groups are meeting those standards. <u>mCLASS DIBELS 8 Literacy Assessment</u>- This is a teacher-administered assessment that provides universal literacy screening and progress monitoring. When educators observe and document the behaviors of students as they read, they can gather detailed data to determine not only risk, but also specific instructional needs. <p>Math</p> <ul style="list-style-type: none"> <u>Benchmark Assessments</u> – Benchmark assessments are quarterly evaluations aligned with the learning standards students are expected to master throughout the school year. They are designed to monitor progress and determine how well individual students and groups are meeting those standards. <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student.
Third Grade	<p>Reading</p> <ul style="list-style-type: none"> <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. <u>mCLASS DIBELS 8 Literacy Assessment</u>- This is a teacher-administered assessment that provides universal literacy screening and progress monitoring. When educators observe and document the behaviors of students as they read, they can gather detailed data to determine not only risk, but also specific instructional needs. <p>Math</p> <ul style="list-style-type: none"> <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student.
Fourth Grade	<p>Reading</p> <ul style="list-style-type: none"> <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student. <p>Math</p> <ul style="list-style-type: none"> <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student. <p>Science</p> <ul style="list-style-type: none"> <u>Benchmark Assessments</u> – Benchmark assessments are quarterly evaluations aligned with the learning standards students are expected to master throughout the school year. They are designed to monitor progress and determine how well individual students and groups are meeting those standards. The benchmarks will be given using Schoolnet, which is an online platform that allows teachers to administer assessments, analyze student data, and tailor instruction to meet individual learning needs.

Fifth – Eighth Grade	<p>Reading</p> <ul style="list-style-type: none"> • <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. • <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student. <p>Math</p> <ul style="list-style-type: none"> • <u>NC Check-Ins</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. • <u>NWEA MAP</u>-The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment by adapting to each student's learning level and measuring progress and growth for each individual student. <p>Science</p> <ul style="list-style-type: none"> • <u>NC Check-Ins (Fifth & Eighth Grade Only)</u>- NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action data and a reliable estimate of students' current performance on the selected sub-set of content standards. • <u>Benchmark Assessments (Sixth & Seventh Grade Only)</u> – Benchmark assessments are quarterly evaluations aligned with the learning standards students are expected to master throughout the school year. They are designed to monitor progress and determine how well individual students and groups are meeting those standards. The benchmarks will be given using Schoolnet, which is an online platform that allows teachers to administer assessments, analyze student data, and tailor instruction to meet individual learning needs. <p>Social Studies</p> <ul style="list-style-type: none"> • <u>Benchmark Assessments</u> – Benchmark assessments are quarterly evaluations aligned with the learning standards students are expected to master throughout the school year. They are designed to monitor progress and determine how well individual students and groups are meeting those standards. The benchmarks will be given using Schoolnet, which is an online platform that allows teachers to administer assessments, analyze student data, and tailor instruction to meet individual learning needs.
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Revised 07/2025

Responsive Classroom

DCA teachers and staff members are dedicated to learning the Responsive Classroom Approach and implementing it throughout our school community.

Responsive Classroom is a student-centered, social, and emotional learning approach to teaching and discipline. It consists of a set of research- and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers.

Schools and teachers that adopt the Responsive Classroom approach focus on:

1. Creating optimal learning conditions for students to develop the academic, social, and emotional skills needed for success in and out of school.
2. Building positive school and classroom communities where students learn, behave, and achieve goals.

Four Key Domains of the Responsive Classroom Approach:



Our students begin each day with either a Morning Meeting or an Advisory Meeting.

Morning Meeting (K-5)- Responsive classroom morning meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.

Advisory Meeting (Middle School)- Responsive Advisory Meeting provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.

Grading Policy

(Board Approved 9/20/2022)

Davidson Charter Academy strives to have clear expectations for students. Teachers at DCA use a variety of assessment methods to allow students to demonstrate their learning and progress. Report cards are issued four times per year, at the end of each quarter. Teachers use grades to inform students and their parent/guardian(s) about progress in each course.

Grades: K-2

To provide a supportive and encouraging learning environment for the youngest students at DCA, our focus will be upon successful mastery of NC State Standards. Grades for students in kindergarten through second grade will be calculated as follows:

Grade Mark	Definition
4	Exceeds Grade Level Expectations – the student does excellent work, achieves mastery of the course objectives and learning outcomes, consistently produces high quality work demonstrating skill and thoroughness, and consistently applies knowledge gained in new situations.
3	Meets Grade Level Expectations – the student does above average or average work, achieves mastery of almost all of the course objectives and learning outcomes, produces above average work demonstrating skill and awareness, and is able to apply knowledge gained to many new situations.
2	Limited Progress Towards Grade Level Expectations - the student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes, struggles to produce adequate work demonstrating growth, and is only able to apply knowledge gained in limited situations.
1	Does Not Meet Grade Level Expectations - the student is having considerable difficulty.

Grades: 3-5

The focus in grades 3-5 will be upon successfully passing and mastery of core classes. Grades are directly aligned to student work and will be graded on a 10-point scale.

Grading Expectations

Students' grades will be updated weekly by the instructor for their courses.

Grading Scale & Category Weights:

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

Category	Weight of Final Grade
Classwork/Participation	20%
Minor Grades (i.e., exit tickets, small quizzes, etc.)	35%
Major Grades i.e., unit tests, cumulative assessments, large scale projects and essays of a cumulative nature)	45%

Assessment/Assignment Make-up Procedures

If a student misses an assignment or assessment, it is the responsibility of the student to make up all the work from their absence. Students will then be given 3 school days to complete the assignment and turn it in for the teacher to grade. Teachers will have 5 working days to grade and post the assignment in our Student Information System (SIS).

Homework

Homework will be given on a regular basis to provide students with additional practice of skills and to create a home/school connection.

Cheating & Plagiarism

Students caught cheating or plagiarizing, including the use of AI, the assignment will receive a failing grade for the assignment and will be given the option of retaking an alternate version of the assignment or assessment at a later date.

Grades: 6-8

The focus in grades 6-8 will be upon successfully passing and mastery of core classes. Grades are directly aligned to student work and will be graded on a 10-point scale.

Grading Expectations

Students' grades will be updated weekly by the instructor for their courses.

Grading Scale & Category Weights:

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

Category	Weight of Final Grade
Homework	10%
Classwork	10%
Minor Grades (i.e., exit tickets, small quizzes, etc.)	35%
Major Grades i.e., unit tests, cumulative assessments, large-scale projects and essays of a cumulative nature)	45%

Late Work

Students will have 3 school days after the assigned due date upon return to complete and turn in assignments. After the 3-day window has passed, later assignments will no longer be accepted. Students will receive a penalty for late work at the discretion of the classroom teacher. Students will not be allowed to turn in any late work for the quarter it was assigned once the quarter ends.

Assessment/Assignment Make-up & Procedures

If a student misses an assignment or assessment, it is the responsibility of the student to request the makeup work from their absence. Students will then be given 3 school days to complete the assignment and turn it in for the teacher to grade. Teachers will have 5 working days to grade and post the assignment to PowerSchool.

Homework

Homework will be given regularly to support classroom instruction and help students develop the skills they need to study independently.

Cheating & Plagiarism

Students caught cheating or plagiarizing any assignment, including the use of AI, will receive a failing grade for the assignment and will be given the option of retaking an alternate version of the assignment or assessment at a later date.

Report Cards & Progress Report Policy

(Board Approved 7/17/2018)

Davidson Charter Academy is committed to including families in their child's education by maintaining open communication regarding academic performance and providing ongoing discussion related to enrichment and remediation efforts at school and at home to meet the needs of each child.

In addition to Report Cards, the Teachers and/or Administration will be responsible for providing families with regular progress reports (approximately midway through each academic quarter) that will communicate their child's academic performance. The distribution schedule and format for these progress reports will be at the discretion of the Director of Education.

Report cards will be distributed at the end of each academic quarter. Please see the schedule below:

Quarters	Report Cards Distributed
Q1: 8/11 – 10/14	October 20 (At Parent/Teacher Conferences)
Q2: 10/15 – 12/19	January 9 (Sent Home with Students)
Q3: 1/6 – 3/12	March 16 (At Parent/Teacher Conferences)
Q4: 3/17 – 5/22	May 22 (Sent Home with Students)

Parent/Teacher Conferences

Scheduled Parent-Teacher conferences are held for all parents at the end of the first and third grading periods. It is expected that parents will attend conferences. Homeroom teachers will coordinate the schedule with their student's parents.

Our teachers' focus during the school day is on students and instruction, therefore unscheduled drop-in conferences may not provide the time and setting necessary to address concerns adequately. If you would like to set up a conference, please email or call the teacher. The teacher will set up a conference time that is convenient for all.

Promotion & Retention Policy

(Board Approved 7/17/2018)

Any provision in the North Carolina policy that impacts promotion/retention will be followed when reaching a final decision regarding a student's grade placement. Because the Student Information System (SIS) parent portal is readily available to and accessible by parents, constant communication will occur throughout the academic school year. In addition, to the extent possible, students with disabilities will be held to the same promotion standards as all other students. Davidson Charter Academy will meet and exceed the North Carolina Promotion and Retention Policies to include:

1. Kindergarten through Second Grade: Students must meet the minimum criteria for success in English Language Arts and Mathematics in order to move to the next grade level.
2. Grades Third through Fifth: Students must receive a passing grade of "D" or higher in English Language Arts, Math, Social Studies, and Science and a passing EOG score in order to move to the next grade level. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading (pursuant to Session Bill 2012-142 including all necessary interventions and communication and publication of annual results) after reading retest and summer reading camp.

3. Grades Six through Eight: students must receive a passing grade of “D” or higher in English Language Arts, Math, Social Studies, and Science and a passing EOG scores in order to move to the next grade level. A mandatory retention following eighth grade will be required for students not meeting the mastery levels in ELA, mathematics, and science and not passing the EOGs.

***If a student accrues more than sixteen (16) absences in one (1) school year, the school reserves the right to retain the student, should their academic progress indicate this necessity. See DCA's Attendance Policy for additional information.**

EC/Special Services

DCA provides the full continuum of services for Exceptional Children (EC) under the Individuals with Disabilities Education Act (IDEA).

Davidson Charter Academy will provide a free and appropriate publicly supported education (FAPE), in the least restrictive, appropriate environment, to every disabled child with special needs. The school will comply with the State Board of Education's Procedures Governing Programs and Services for Children with Special Needs, and the Individuals with Disabilities Act.

Any child suspected of having a disability can be referred to the Exceptional Children's Department by either the teacher or the parent. This referral must be in writing and must state the reason for the referral, including specific presenting concerns, and the child's strengths and needs. DCA's EC Coordinator and team will conduct a full and individual initial referral in accordance with NC 1503-2.4 through NC 1503-2.7.

Part 3: Attendance

Student Attendance Policy

(Board Approved 5/21/2024)

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. Regular attendance is defined as

The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 to attend school. Parents and legal guardians are responsible for ensuring that students attend and remain in school daily (NC School Compulsory Law B115C-378).

The school social worker or designee by school administrators, shall investigate all violators of the provisions of this Part. The reports of unlawful absence required to be made by teachers and/or school administrators to the school social worker shall, in his hands, in case of any prosecution, constitute prima facie evidence of the violation of this Part, and the burden of proof shall be upon the defendant to show the lawful attendance of the child or children upon an authorized school. (1955, c. 1372, art. 20, ss. 3, 5; 1957, c. 600; 1961, c. 186; 1963, c. 1223, ss. 8, 9; 1981, c. 423, s. 1; 1985, c. 686, s. 3.)

Documentation that demonstrates that the parents, guardian, or custodian were notified and that the child has accumulated 10 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie evidence that the child's parent, guardian, or custodian is responsible for the absences. (1955, c. 1372, art. 20, s. 1; 1956, Ex. Sess., c. 5; 1963, c. 1223, s. 6; 1969, c. 339; c. 799, s. 1; 1971, c. 846; 1975, c. 678, s. 2; c. 731, s. 3; 1979, c. 847; 1981, c. 423, s. 1; 1985, c. 297; 1991 (Reg. Sess., 1992), c. 769, s. 2; 1998-202, s. 13(aa); 2001-490, s. 2.38; 2003-304, s. 3; 2009-404, s. 1.)

1. Attendance Records

School officials will keep accurate records of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina. A child shall be present at least one-half (1/2) of the school day to be recorded as present for that day at the elementary and middle school levels.

2. Excused Absences

When a student must miss school, a written excuse signed by the parent and/or guardian must be presented to the student's teacher and/or office on the day the student returns after an absence or an email must be sent to the school. Failure to submit appropriate documentation as to the reason for the absence(s) within three (3) days of returning to school will result in the absence being coded as unexcused. An absence may be excused for any of the following reasons with a written excuse from the parent or guardian:

1. **Personal illness or injury occurs that makes the student physically unable to attend school.**
**Absences due to extended illnesses require a statement from the physician.*
2. **Isolation/Quarantine ordered by the State Board of Health and/or school officials.** Voluntary self-quarantining will not be counted as an excused absence.
3. **Death in the immediate family** (including but not limited to grandparents, parents, brothers, and sisters) of the student.
4. **Medical or Dental appointment**, appropriate documentation is required. Appropriate documentation can include:
 - a. Dated doctor or dentist statement on letterhead.
 - b. Diagnosis by physician – clarifying whether the illness is a prolonged illness contributing to, or which could contribute to, a pattern of absences requiring a student to be out of school and further clarifying when a student should be able to return to school.
 - c. Dated parent/guardian's note clearly stating the reasoning for the student's absence and/or referencing a previous written diagnosis rendered by a medical professional.
5. **Participation under a subpoena as a witness in a court proceeding.**
6. **Religious observances** – The CEO or designee may authorize a maximum of two excused absences each academic year for religious observances required by the faith of the student or student's parent(s)/guardian(s). The student's parent/guardian must give the CEO or designee a written notice of the request for an excused absence at least three (3) days prior to the scheduled religious observance. The student shall be given the opportunity to make up any tests or other work missed due to such an absence for religious observance.
7. **Visitation with the student's parent or legal guardian**, at the discretion of the CEO, if the parent(s)/guardian(s) (a) is an active-duty member of uniformed services, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

3. School-Related Activities

All classroom activities are important and difficult, if not impossible, to replace if missed. The School Administration shall ensure that classes missed by students due to school-related activities are kept to an absolute minimum. The following school-related activities will not be counted as absences from either class or school:

1. Field trips sponsored by the school;
2. Job shadows and other work-based learning opportunities, as described in G.S. 115C-47 (34a);
3. School-initiated and scheduled activities;
4. Athletic events requiring early dismissal from school.
5. Career and Technical Education student organization activities approved in advance by the CEO;
6. In-school suspension

Students will complete assignments missed for these reasons. The teacher will determine when work is to be made up. The student is responsible for finding out which assignments were missed and completing them within the specified time period.

4. Tardies

Tardy is defined as students not in their seats ready for class at the school starting hours. Tardiness has a disruptive effect on the classroom. This disruption affects teachers, other students in the class and the tardy student. Parents are encouraged to schedule appointments, vacations, and outside-of-school activities when school is not in session.

Students are expected to be at school on time and to be present at the scheduled start time of school each day. Students who are excessively tardy to school miss valuable instructional time. At ten (10) or more unexcused tardies, parents/guardians will be required to attend an attendance meeting with the School Social Worker and/or Academic Dean if necessary. Failure to attend could result in legal and/or disciplinary action.

Students MUST partake in essential beginning-of-the-day instruction that assists them in planning their day. If a student arrives at school late without a valid reason for an excused tardy, the removal shall be considered an "unexcused early tardy". An accumulation of five (5) unexcused tardies, as defined above, shall be equal to one unexcused absence for the purpose of the compulsory attendance law and the provision of this regulation for addressing a student's excessive absences.

5. Early Dismissal

Students are expected to be at school on time and to be present for the entire school day. Students who are excessively leaving early miss valuable classroom time. Parent(s)/guardian(s) can be helpful by scheduling their child's appointments after school hours when possible, or on days when school is not in session.

Students are expected to be at school for the entire school day. If a student has ten (10) or more unexcused early checkouts, their parents/guardians will be required to attend an attendance meeting with the School Social Worker and/or Academic Dean if necessary. Failure to attend could result in legal and/or disciplinary action.

If a student is removed without a valid reason for an excused absence, the removal shall be considered an "unexcused early dismissal". An accumulation of five (5) unexcused early departures, as defined above, shall be equal to one unexcused absence for the purpose of the compulsory attendance law and the provision of this regulation for addressing a student's excessive absences.

Due to safety concerns, no early dismissals will be accepted after 2:05 pm for K-5th Grade (Elementary) & 2:20 pm for 6th-8th Grade (Middle School); you must pick your child up from the car rider line instead. If it is necessary to pick up your child before the above-mentioned times, please use the following procedures:

1. Please send an email that morning to the teacher and to the front office at office@davidsoncharter.org, to notify the school that the student will be picked up early. Please include the name of the person who will be picking up and the time the student will be picked up.
2. Upon arrival report to the office, not the classroom to pick up the student. Please be prepared to provide photo identification. Someone from the office will call for the student once you have arrived at the school.
3. Sign the student out and give the reason for early dismissal.

6. Unexcused Absences

Class attendance and participation are critical elements of the educational process and may be considered in assessing academic achievement. Illness, injury, or other medically related absences beyond ten (10) days in a year for elementary and middle school that are not documented by a doctor will be coded as unexcused.

Students are expected to be at school on time and to be present at the scheduled starting time for each class. Students with excused absences due to documented health problems are exempt from this policy. In addition, for students experiencing homelessness, school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences, tardies, or early dismissals.

The School Administration or designee shall notify the parent/guardian and take all other steps required by G.S. 115C-378 for excessive absences. The following steps apply to students with excessive absences:

1. Once a student has accrued 3 unexcused absences, the parent/guardian will receive an Attendance Notification letter and a copy of DCA's Student Attendance Policy for reference.
2. Once a student has accrued 6 unexcused absences, the parent/guardian will receive another Attendance Notification letter and a copy of DCA's Student Attendance Policy for reference.
3. Once a student has accrued more than 10 unexcused absences, the parent/guardian will receive an Attendance Notification letter and based on their student's attendance history, may be required to attend an Attendance Conference. The School Social Worker will develop an Attendance Improvement Plan. The school will follow all state requirements to ensure compliance with state law regarding truancy.

7. Miscellaneous Provisions

1. Pattern of Absences

When a pattern of absences exists (i.e., once a student reaches six (6) daily absences within a semester relating to illnesses), school officials should be alerted to the possibility of a disability and referral is made to the Student Support Team (SST) to gather multiple sources of data for the purpose of determining possible eligibility under Section 504 and/or IDEA. The Student Support Team (SST) would then share this data with the administration for consideration, should a waiver for such absence be requested.

2. Make-Up Work for Absences

Students are permitted to make up all work missed during an absence. Students are given the exact number of days they have been out to make up their missed work. For example, if a student was out for two (2) days, then they will have two (2) days to make up their work following the student's return to school. The Academic Dean or designee can make an exception by determining that extenuating circumstances might support an extension of this time restriction. Make-up work is the responsibility of the student and parent/guardian.

3. Maximum Number of Absences (Pertaining to Sports/Clubs/etc.)

There will be a maximum of sixteen (16) absences allowed for students who are participating in year-long programs. Eight (8) absences are allowed for students participating in semester-long programs. For the purpose of determining athletic/extracurricular eligibility, all middle school students will be allowed a maximum of eight (8) absences per semester. For the purpose of enforcement of this policy in determining athletic/extracurricular eligibility, two school quarters shall equal a semester. If a student accrues more than sixteen (16) absences in one (1) school year, the

school reserves the right to retain the student, should their academic progress indicate this necessity. Exceeding 10 or more unexcused absences can result in legal and/or disciplinary action. This includes accumulated unexcused tardies and early checkouts.

4. Waiver Procedures

A student may apply to the CEO or designee for a waiver for lawful absences due to extenuating circumstances, examples of which may include a chronic medical condition for which previous documentation has been submitted, attendance in a court proceeding, etc. This request shall be submitted in writing on the Davidson Charter Academy Waiver Form and must be submitted to the CEO during the same semester in which the absence(s) occurs. In the event the absence(s) occurs at the end of the semester, said waiver request must be submitted within five (5) days of the absence(s).

The CEO or designee will review waiver requests and provide written notification to the parent of the decision. Although the CEO may appoint a waiver committee to review waiver requests and make recommendations for consideration, the CEO or designee will make the final determination as to the appropriateness of the waiver request. The CEO will document the rationale for his/her decision as to waiving any such absences.

Parent(s)/guardian(s) and student will be informed in writing of the final decision and rationale for waivers that are denied. If the waiver is denied at the school level, the parent(s)/guardian(s) and the student may appeal to the Board of Directors within three (3) days of receiving notification of the denial. The CEO will provide the Board with an annual report on the number of attendance waivers approved.

5. Withdrawal

When moving/leaving the school, please notify the office and your child's teacher at least one (1) week in advance of the date of your move and complete a withdrawal form. If possible, provide the name and address of the new school as well as the start date so that your child's records can be transferred. All books and materials must be returned to the school and your child(s) account must be in good standing before your departure.

6. School Calendar

The Davidson Charter Academy school year calendar is established following guidelines for instructional hours set by the North Carolina Department of Public Instruction. Changes may be made as deemed necessary due to inclement weather and/or emergencies through email, and/or text service to parents.

Part 4: Enrollment

Contact Information Change/Update

All parents should ensure that the contact information on file is correct and complete so that DCA staff can reach you. Please include cell phone and alternate emergency contact numbers. It is very important to remember to notify the office (office@davidsoncharter.org) and your child's teacher when your home, work, or cell phone number and/or address changes.

Custody/Legal Documentation

DCA presumes both parents have access to a student unless explicitly told otherwise. If a parent has been legally denied this privilege, then it is the custodial parents' obligation to notify the school in writing with copies of the legal documents attached. All mailings and student information will be directed to the custodial parent, unless another parent has educational decision-making authority as indicated by documents from a court proceeding or by written consent from a custodial parent.

Admission & Enrollment Policy

(Approved 11/17/2020)

This policy is in place to address the process for handling admissions at Davidson Charter Academy (DCA). The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted in North Carolina law.

DCA is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, DCA will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student based on ethnicity, national origin, gender, or disability. The open enrollment period to submit applications for the lottery will begin in December. The open enrollment period will end in February. If needed, the lottery will occur within one week of the end of open enrollment. The lottery date, time and location will be published on the school's website by January 5th of each year.

No criteria for admission will be used except the completed application. The application may be completed online through our website, www.davidsoncharter.org, unless a family is unable to access the site. In this case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian name, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, the name of any siblings already enrolled at the school, the name of any parent who works full-time at the school, and a declaration of the student's residence in the state of North Carolina.

Grade Level for the Lottery Application

Parents may not choose which grade they would like their child to be enrolled in for the coming year; they must enter the student's actual current grade and the student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they were pulled during the lottery.

Returning Students

Current students at DCA will not be required to enter the lottery. They will be asked to sign a non-binding letter of intent for the coming year during the month of January to allow the school to plan appropriately for the lottery. Returning students will complete re-enrollment forms in the spring to update information.

Enrollment Priority

DCA will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law. The following groups will have enrollment priority at DCA in the order that follows, as space permits in each grade:

1. Children of full-time employees (may not exceed 15% of total school population)
2. Siblings of currently enrolled students who were admitted to DCA in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half-siblings, stepsiblings, and children residing in a family foster home.
3. Siblings of students who have completed the highest grade level offered by DCA and who were enrolled in at least four grade levels offered by the charter school.

Bundled Policy for Siblings

All children in a family are "bundled" together under one unique lottery registration number. If one child is admitted, all siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, if there is an opening. In the event one or more spaces are not available, siblings applying for full grades will be placed on the general wait list for the respective grade level.

Multiple Birth Siblings

If multiple birth siblings apply to the school, they will be "bundled" together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list under a bundled registration.

Lottery Results

If a student has been admitted to the school, the parent/guardian of the student will be contacted via email by our lottery system immediately following the lottery. Parents of students placed on the wait list will receive communication via email as to their student's place on the wait list.

Students Applying after the Open Enrollment Period

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any wait-listed students from the lottery in the order the applications were received.

Enrollment

- Students admitted on or before May 15 will have 7 calendar days from the date their acceptance email is sent to accept or decline enrollment and 30 days from the time of the acceptance email to turn in enrollment paperwork.
- If a student is admitted after May 15, they will have 5 days to accept or decline enrollment at the school and 10 days to return the enrollment paperwork.
- If a student is admitted after July 15, they will have 48 hours to accept or decline enrollment at the school and 5 days to return the enrollment paperwork.

If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the CEO or designee may decline enrollment to the student and offer the spot to the next student on the wait list. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the wait list in the next available spot.

School's Right to Refuse Enrollment

- DCA reserves the right to refuse to enroll any student currently under a term of expulsion, exclusion, or suspension by his or her school until that term is over.
- DCA reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.
- If a parent has accepted enrollment for their student at DCA but the student does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the wait list the spot.

Handling of Errors

- If a student name is duplicated in the lottery and DCA administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.
- If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

Early Entry to Kindergarten Process

The North Carolina General Assembly passed BH-1099, allowing early admission to kindergarten of a child who has reached his/her fourth birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. The State of North Carolina has created standards for administration to use in determining if a child is appropriate for early entrance to kindergarten. Once CEO or Designee receives the minimum requirements they shall confer with a committee of professional educators to consider for each child various standards that will indicate readiness.

Standards established by the state of North Carolina are described as follows:

- **Student Aptitude-** The child shall score at the 98th percentile on a standard individual test of intelligence such as the *Stanford-Binet*, *The Wechsler Preschool and Primary Scale of Intelligence*, the *Kaufman Anderson*, or any other comparable tests, that shall be administered by a licensed psychologist.
- **Achievement-** The child shall score at the 98th percentile on either Reading or Mathematics on a standard test such as the *Metropolitan Readiness Test*, the *Stanford Early School Achievement test*, the *Mini Battery of Achievement*, the *Woodcock-Johnson*, the *Test of Early Mathematics (TEMA)*, the *Test of Early Reading Ability (TERA)* or any other comparable tests that shall be administered by a licensed psychologist.
- **Performance-** The child shall be able to perform tasks well above same-age peers as evidenced by behaviors in one or more areas such as independent reading, problem-solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
- **Observable Student Behavior/Student Interest-** The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters (from non-family members) with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or others who have direct knowledge of the child.
- **Motivation/Student Interest-** The CEO or designee shall conduct an informal interview with the child and a more structured interview to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

***Parents are responsible for arranging and paying for these tests. DCA cannot provide a recommendation for a psychologist. It is recommended parents/guardians obtain recommendations from the child's pediatrician or family physician.**

Parents wishing to have their children considered for early kindergarten entrance must submit the above information by **July 1st** of the school's instructional year prior to the year of enrollment. All testing should be administered after the April 16th that follows the child's fourth birthday. The CEO shall decide whether to grant the parent's request for enrollment within three weeks of receiving this information. The CEO may conditionally enroll the child for up to ninety days to observe whether the child is able to adjust to the school setting. If the CEO determines that the child has not adjusted to the school setting, the CEO shall deny the request for enrollment. However, before the child is exited from school, the CEO shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the CEO shall provide the parents with at least 10 days' notice before exiting the child from school so the parent may arrange childcare, if needed.

Required Enrollment Documents

Before any student is assigned to attend Davidson Charter Academy, the student's parent, legal guardian, or sponsor (legal guardianship or sponsorship requires additional documentation from a court or agency) must provide Proof of Date of Birth, Proof of Legal Name, Proof of Legal Residence in North Carolina, Current Immunizations, and NC Health Assessment for students new to a NC Public school.

Proof of Date of Birth and Legal Name - ONE of the following documents must be provided:

- Original or photocopy of birth certificate
- Passport
- State issued identification document.
- US Department of State (I-94 Arrival/Departure Record)
- Refugee resettlement letter
- Decree of Adoption
- Life Insurance policy
- A certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born.
- A certified copy of a birth certificate issued by a church, mosque, temple, or other religious institution that maintains birth records of its members.
- Previously verified school records

Proof of Residency – ONE of the following documents from Group 1 AND ONE of the following documents from Group 2 must be provided.

Group 1

- Copy of residential deed OR record of most recent residential mortgage statement
- Notarized Residency Affidavit AND copy of mortgage statement, deed or lease from homeowner/lease affirming tenancy.
- Copy of residential lease
- HUD closing statement.

Group 2

- any ONE utility bill or work order dated within the past 30 days (gas, water, electric, phone, or cable)
- Valid NC driver's license OR valid NC ID card
- Dated within the past 30 days: payroll stub, bank statement, credit card statement.
- Current vehicle registration
- Dated within the past year: vehicle tax bill, property tax bill, W-2, Medicaid card.
- NC Health Assessment Transmittal Form
- By law, this must be received within 30 calendar days of enrollment and requires the signature of a licensed physician.

Part 5: Health and Illness

Allergies

Davidson Charter Academy is committed to cooperating with students, families, staff, and medical personnel to minimize allergic reactions and provide a safe and healthy learning environment for all students. If a student has allergies, it is the family's responsibility to inform the school in writing. Appropriate paperwork indicating the specific safety measures the child needs based on their medical record.

DCA will take ample precautions to ensure an allergy-safe environment; however, in the case that a reaction does occur, DCA having the following procedures in place will allow us to address the reaction quickly and appropriately:

- Parents of a student with a life-threatening allergy must provide the school documentation from a licensed healthcare provider describing the specific allergenic condition.
- Once notification is received, the authorized school staff will collaborate with the family to create an emergency healthcare plan that will be implemented in the event the identified student experiences an allergic reaction.
- Healthcare plans shall be implemented with fidelity and in a manner that protects student confidentiality. Healthcare plans should address the various ways to limit exposure to food(s) and products containing specific allergies.
- The classroom teacher will be made aware of any students with potential life- threatening allergies that are assigned to his/her class and provided with the procedures to follow should a reaction occur in the classroom.
- Should an identified student indicate (verbally or non-verbally) that he or she needs assistance, trained staff will immediately perform first-aid, or a life-saving technique as authorized according to the student's emergency healthcare plan while 911 is notified, followed by notification of the parents/guardian.

Emergency Contact Information

All parents should ensure that the contact information on file is correct and complete so that DCA staff can reach you in the event your child is hurt or becomes ill. Please include cell phone and alternate emergency contact numbers. Also, remember to notify the office (office@davidsoncharter.org) and your child's teacher when your home, work, or cell phone numbers change.

Health and Wellness

Introduction

The Davidson Charter Academy Board of Directors adopts this policy on student health and wellness for the betterment of the health and welfare of all students at Davidson Charter Academy. It is the goal of the Board of Directors to aid students in the development and maintenance of good physical and mental health.

- While students and parents are primarily responsible for student health, North Carolina law places certain duties and responsibilities upon public school personnel. Those duties include:
 1. To screen and observe pupils in order to detect health problems.
 2. To provide medical care to students in accordance with N.C.G.S. § 115C-375.1 and State Board of Education policy;
 3. To administer any drugs or medication prescribed by a health care provider upon written request of a parent.
 4. To give emergency health care when reasonable apparent circumstances indicate any delay would seriously worsen the physical condition or endanger the life of the pupil; and
 5. To perform any other first aid or life-saving techniques in which the employee has been trained.

- A trained first responder team shall be established at DCA as soon as applicable in order to assist with medical emergencies.

Immunizations, Physical Examinations & Screenings

- Immunization
 1. No child shall attend Davidson Charter Academy unless a certificate of immunization indicating the child has received the immunizations required by N.C.G.S. § 130A-152 is presented to the school by the child's parent or legal guardian. The Board of Directors requires a parent or legal guardian enrolling a child for the first time at DCA to present to the school a certificate of immunization on the child's first day of attendance.
 2. If a certificate of immunization is not presented on or before the first day of school, the CEO (s) or his/her designee shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian or responsible person shall have thirty (30) calendar days from the first day of attendance to present the required certificate of immunization for the child or to obtain the required immunization for the child.
 3. If the vaccine in a series of doses given at medically approved intervals requires a period in excess of thirty (30) calendar days, additional days upon certification by a physician may be allowed to obtain the required immunization.
 4. If the required certificate of immunization or other proof of immunization is not presented upon termination of thirty (30) calendar days from the child's first day of attendance, the CEO shall not permit the child to attend the school until the required certificate of immunization has been presented.
 5. The school shall file an annual immunization report with the North Carolina Department of Public Instruction by November 1 of each year. The report shall be filed on forms prepared by the Department of Public Instruction and shall state the number of children attending the school or facility, the number of children who had not obtained the required immunization within thirty (30) calendar days of their first attendance, the number of children who received a medical exemption and the number of children who received a religious exemption.
 6. If a physician licensed to practice medicine in North Carolina certifies a required immunization is or may be detrimental to a child's health due to the presence of one of the contraindications adopted by the Commission for Public Health, the child shall not be required to receive the specified immunization as long as the contraindication persists. The State Health Director may, upon request by a physician licensed to practice medicine in North Carolina, grant a medical exemption to a required immunization for a contraindication not on the list adopted by the Commission for Public Health.
 7. 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 Policy, the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and a statement of faith from a religious authority associated with such beliefs that are in direct opposition to the immunization requirements, the person may attend Davidson Charter Academy without presenting a certificate of immunization.

Pre-Enrollment Health Assessment

1. In accordance with N.C.G.S. § 130A-440, the Board of Directors requires the parents or guardians of a child enrolling in kindergarten or a higher grade for the first time to have their child receive a health assessment. This assessment must be conducted no more than twelve (12) months prior to the date the child would have first been eligible for initial school entry and must be presented to the school. In accordance with N.C.G.S. §130A-441, health assessment results shall be submitted on the statewide standardized health assessment transmittal form developed by the Department of Public Instruction. If a child's parents or guardians are unable to pay for a physical examination, they shall be referred to school administration.
2. If a health assessment is not presented on or before the first day of school, the CEO shall present a notice of deficiency to the parent, guardian or responsible person. The notice of deficiency shall include at least the following information: (i) the health assessment transmittal

form must be submitted to the school within 30 calendar days of the child's first day of attendance or the child will not be permitted to attend school until the form is submitted and (ii) an explanation for how the child may make up work missed. The parent, guardian or responsible person shall have thirty (30) calendar days from the first day of attendance to present the required health assessment transmittal form for the child. Upon termination of thirty (30) calendar days, the CEO shall not permit the child to attend the school until the required health assessment has been presented. A child shall not be suspended for absences accrued for failure to present the required health assessment transmittal form upon the termination of 30 calendar days, and the child shall be allowed to make up work missed.

3. If the bona fide religious beliefs of the parent, guardian or person in loco parentis of a child are contrary to the health assessment requirements contained in this Policy, this Policy shall not apply to the child. Upon submission of a written statement of the bona fide religious beliefs detailing the opposition to the health assessment requirements, and a written statement from a religious authority associated with such beliefs, the child may attend kindergarten without submitting a health assessment report.
4. Within sixty (60) calendar days after the commencement of each school year, the CEO shall file a health assessment status report with the Department of Public Instruction on forms developed by the state. This report shall document the number of children in compliance and not in compliance with the health assessment requirement in N.C.G.S. § 130A-440(a).

Pre-Enrollment Vision Screening

1. In accordance with N.C.G.S. § 130A-440, the Board of Education requires each child entering kindergarten for the first time to obtain vision screening in accordance with vision screening standards adopted by the Governor's Commission on Early Childhood Vision Care.
2. Within 180 days of the start of the school year, the parent of the child shall present to the school certification the child has, within the past twelve (12) months, obtained vision screening conducted by a licensed physician, optometrist, physician assistant, nurse practitioner, registered nurse, orthoptist, or a vision screener certified by Prevent Blindness North Carolina, or a comprehensive eye examination performed by an ophthalmologist or optometrist. The health assessment form required hereinabove qualifies as certification the child obtained the required vision screening.
3. Children who receive and fail to pass the pre-enrollment vision screening are required to complete a comprehensive eye examination. If a teacher, administrator, or other appropriate school personnel has reason to believe a child enrolled in kindergarten through third grade is having problems with vision, the school personnel may recommend to the child's parent the child have a comprehensive eye examination. The school will not be held responsible for the expense of such screening or arrangements for such screening. Notification to the parent shall also inform the parent that funds may be available from the Governor's Commission on Early Childhood Vision Care to pay providers for the examination, including corrective lenses.
4. Any treatment recommendations by the optometrist or ophthalmologist, such as spectacles for school work, shall appear in the summary and school health card. The parent shall submit the comprehensive eye examination transmittal form to the school.
5. No child shall be excluded from attending school for a parent's failure to obtain a comprehensive eye examination required by this Policy. If a parent fails or refuses to obtain a comprehensive eye examination or to provide the certification of a comprehensive eye examination, the school shall send a written reminder to the parent of required eye examinations and shall include information about funds that may be available from the Governor's Commission on Early Childhood Vision Care.

Post-Enrollment Physical

1. The CEO or his her/ designee may request the student's parent or legal guardian have the student examined by a health care provider if the school observes or detects in a student signs or symptoms of a physical or mental health problem. The request of an examination by a qualified health care provider may, in no way, be interpreted as the school taking responsibility for the expense or arrangements of such an examination. If

- the parent or guardian refuses and the problem continues to exist, the appropriate school official shall contact the Department of Social Services.
2. An annual physical examination is required for participation in interscholastic athletics.

Administration of Medication and Medical Procedures

- The Board of Directors discourages the use and administration of medication at school but acknowledges it may sometimes be necessary for the health of the student. All medications and medical procedures which may be taken or given outside school hours without adversely affecting the health of the student should not be administered at school during school hours. Reasonable efforts should be made by the parent or guardian to obtain permission from the child's health care provider to adjust the dosages of prescribed medication so such may be provided at home before and/or after school hours.
- When medication is to be administered in school, school personnel shall communicate with the student's parent or guardian about its administration in school and explain the Davidson Charter Academy policy and its procedures for the Director(s) of medications at school.
- In accordance with N.C.G.S. § 115C-375.1, the Board of Directors authorizes school personnel to administer prescription and over the counter medications upon receipt of the written authorization of the health care provider and the written authorization of the student's parents or guardian.
- The responsibilities of the parent or guardian are to:
 1. Provide the school with each different medication in a separate appropriately labeled container.
 - a. Prescription Medication: shall be placed in a prescription container indicating the child's name, the name of the medication, the unit of dosage to be given, the number of dosage units, the time the medication is to be given, and how it is to be administered. (It is recommended the parent ask the pharmacist to provide two properly labeled containers – one for home and one for school).
 - b. Over the Counter Medication shall be placed in the original container labeled with the student's name, the name of the medication, the dosage to be given and the time and method of administration.
 2. Provide to the school the "Parent's Request and Physician's Information for Administration of Medication in the School" form and ensure the form is completed, signed by the health care provider and parent/guardian, and returned to the school. The health care provider may use another format (letter, computer printout, etc.) to authorize the Director(s) of medication as long as all information requested in the DCA Medication form is provided.
 3. Provide new containers with appropriate labeling each time the child's medication changes, and to remove from the school grounds any medications discontinued by the child's health care professional.
 4. Remove all medications from school premises at the end of each school year. If not removed, the school will dispose of all medications in its possession two (2) weeks after the last day of school for students.
 5. Parents/guardians must bring medications directly to the school office and avoid sending the medications to the school via the student.
 6. The authorization for administration of medication will be valid for only one (1) school year.
 7. No prescribed medication will be administered without written order from the health care provider and the signed consent of the parent/guardian.
 8. If the completed form is not received and it is necessary for the medication to be given, the parents may come to the school and administer the medication.
- A secure storage area will be provided at each school for storage of medication. A staff member appointed by the CEO shall be responsible for this security and administration of medication. An alternate person shall be identified to fill in when needed.
- When it is necessary for a special medical procedure to be done at school, it is the responsibility of the parent/guardian to:
 1. Provide to the school and maintain all necessary supplies and equipment

2. Provide the school with the form, "Parent Permission for Special Medical Procedures", and ensure the form is completed, signed by the health care provider and parent/guardian, and returned to the school. The health care provider may use another format (letter, computer printout, etc.) to authorize the CEO of a special medical procedure as long as all information requested in the DCA form is provided.
 3. The Parent Permission for Special Medical Procedures will be valid for only one (1) school year.
 4. The school will develop a plan of care and determine whether this is a procedure that can safely be delegated to support personnel. If the procedure can safely be delegated to support personnel, the CEO will assign the task to support personnel who have the availability to perform the procedure. The school will then provide training assuring the person has the skill to safely perform the procedure and will provide continued supervision to all support personnel who perform a delegated procedure.
- A daily medication/procedure log shall be maintained by the designated individual for each student receiving medication and/or procedure. The individual shall record on the log the name of the medication, date, dosage, and time of each administration or date and time of a procedure. The log also shall reflect whether or not the medication/procedure was prescribed and whether it was "as scheduled" or "as needed."
 - The medication/procedure log, parental authorization and health provider orders for medication/procedure will be filed in the student's cumulative folder at the end of each school year or upon transfer of the student from the school.
 - The CEO shall develop the necessary forms for implementation of this Policy.
 - Davidson Charter Academy discourages students from bringing prescription and over the counter medications to school and administering such to themselves without the assistance of school officials. Students will not be allowed to possess or to self-administer prescription medications, other than asthma medications, diabetic medications, and/or medications for the treatment of anaphylactic reaction, except in cases of extreme health conditions properly documented in an individual health care plan developed by the school in coordination with the student's health care provider. The Board of Directors and its employees are not responsible for the improper self-administration of over the counter or prescription drugs at school by students.

Possession and self-administration of asthma medication by students with asthma or students subject to anaphylactic reactions, or both.

- A student with asthma or a student subject to anaphylactic reactions, or both, may possess and self-administer asthma or another prescribed medication on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events as provided by N.C.G.S. § 115C-375.2 and this Policy. As used in this policy, "asthma medication" means a medicine prescribed for the treatment of asthma or anaphylactic reactions and includes a prescribed asthma inhaler or epinephrine auto-injector.
 1. Pursuant to state law and this policy, the student's parent or guardian is required to provide to the school:
 2. Written authorization from the student's parent or guardian for the student to possess and self-administer asthma medication.
 3. A written statement from the student's health care provider verifying that the student has asthma or an allergy that could result in an anaphylactic reaction, or both, and that the health care provider prescribed 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.
 4. A written statement from the student's health care provider who prescribed the asthma medication that the student understands, has been instructed in self-administration of the asthma medication, and has demonstrated the skill level necessary to use the asthma medication and any device that is necessary to administer the asthma medication.

- A written treatment plan and written emergency protocol formulated by the health care provider who prescribed the medicine for managing the student's asthma or anaphylaxis episodes and for medication use by the student.
- A statement provided by the school and signed by the student's parent or guardian acknowledging that Davidson Charter Academy and its employees and agents are not liable for an injury arising from a student's possession and self-administration of asthma medication.
- Other requirements necessary to comply with State and federal laws.
 1. The student must demonstrate to the school the skill level necessary to use the asthma medication and any device that is necessary to administer the medication.
 2. The student's parent or guardian shall provide to the school backup asthma medication that shall be kept at the student's school in a location to which the student has immediate access in the event of an asthma or anaphylaxis emergency.
 3. Information provided to a school by the student's parent or guardian shall be kept on file at the student's school in a location easily accessible in the event of an asthma or anaphylaxis emergency.
 4. If a student uses asthma medication prescribed for the student in a manner other than as prescribed, a school administrator may impose on the student disciplinary action. A school administrator may not impose disciplinary action that limits or restricts the student's immediate access to the asthma medication.
 5. The requirement that permission granted for a student to possess and self-administer asthma medication shall be effective for 365 calendar days and must be renewed annually.
 6. Pursuant to NCGS § 115C-375.2, no local board of education, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any act authorized by this subsection, or for any omission relating to that act, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrong doing.

Diabetes Care Plans

Pursuant to N.C.G.S. § 115C-375.3, DCA shall ensure the guidelines adopted by the State Board of Education pursuant to N.C.G.S. § 115C-12(31) for assisting students with diabetes are implemented in schools in which students with diabetes are enrolled. In particular, DCA shall require the implementation of the procedures set forth in those guidelines for the development and implementation of individual diabetes care plans. DCA also shall make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans.

First Aid or Emergency Health Care

- The CEO shall request a minimum of two (2) staff members volunteer for training or periodic retraining in first aid and life-saving techniques. At the secondary level, one of the individuals should be an athletic trainer or coach.
- The CEO shall provide or facilitate training for the above staff volunteers in first aid and life-saving techniques on a periodic basis.
- All school personnel shall follow the procedures listed in the book NC Guidelines For Schools 2009 Edition to handle student illnesses and injuries.
- In order to respond promptly and effectively to medical emergencies, the parents or legal guardians of public-school students shall be requested to provide the following information to their child's or children's school(s):
 1. A telephone number where they can be contacted during school hours;
 2. The name, address, and telephone number of their family doctor;
 3. Their preference of hospitals, if any; and
 4. A description of any chronic medical condition(s) which affects their child's health.
 5. If a child has special or unique health problems, a specific emergency plan should be developed and placed in the child's cumulative folder. The emergency plan for the individual student should

be written by the student's physician(s) in consultation with school system staff. The plan should include medical directions for the immediate care of the child in the event of an emergency or life-threatening incident. It is the parent's or guardian's responsibility to assure that an emergency plan is developed for the child, and that written permission is given by the parent to institute measures when needed.

Liability of School Personnel

- Any public school employee authorized to provide medical care to students in accordance with N.C.G.S. § 115C-375.1 shall not be liable in civil damages for any authorized act unless the act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Any person serving in a voluntary position at the request of the Board of Directors or its designee who has been given the authority to by the Board of Directors or its designee to act pursuant to N.C.G.S. § 115C-375.1 shall not be liable in civil damages for any authorized act unless the act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing.
- To the extent that the Board of Director's liability insurance provides coverage, the Board of Director's will provide a legal defense and liability coverage for employees who, in the course and scope of their employment, in good faith and without malice or the reckless disregard for the welfare of a student, administer medication, provided first aid and/or provide emergency medical care for public school students.

Illness Guidelines

	Your child should NOT be at school or in contact with other children with the following:	If your child feels well enough, he/she may attend school:
Runny Nose	Cloudy or yellow/green discharge with congestion, fever.	Clear drainage as with allergies.
Cough	Frequent or uncontrollable, producing mucous or accompanied by a fever.	Infrequent, no mucous is being coughed up and/or child has not been on antibiotics for at least 24 hours before returning to school, no fever.
Fever	If the temperature is above 100.4 and is accompanied by a cough or other flu-like symptoms (see flu).	If temperature is below 100.4 for 24 hours <u>without</u> taking a fever-reducing medication and demonstrates no other symptoms.
Diarrhea or Vomiting	One episode of vomiting. More than one occurrence of diarrhea.	Single incident of diarrhea and no other symptoms such as fever or vomiting; must be 24 hours after the last episode of vomiting.
Strep Throat / Scarlet Fever	Sore throat, headache, nausea, fever (children do not always have fever or complain of a sore throat). A throat culture is the only way to confirm or rule out Strep.	After 24 hours on antibiotics and fever free for 24 hours without the use of fever reducers.

"Pink Eye", Conjunctivitis	The eye is red with a complaint of burning or itching; crusty, white, or yellow drainage from one or both eyes.	Bacterial conjunctivitis; after 24 hours on antibiotics. Viral conjunctivitis: with a note from the doctor stating child is no longer contagious.
Rash/ Skin Infection	Development of a new rash or signs of skin infection not having been evaluated by a doctor.	Rash free, a written release from a doctor, or after 24 hours on antibiotics for a skin infection.
Chicken Pox	Itching with pink/red spots with blister type center, fever.	Lesions crusted over and dry, no fever.
Flu	An elevated temperature of over 100.4 accompanied a sore throat, cough, runny nose, congestion, body aches, extreme tiredness, vomiting, or diarrhea.	If temperature is below 100.4 for 24 hours <u>without</u> taking a fever-reducing medication, or release from physician if diagnosed with any type of flu.
Head Lice	When your child actively has lice or nits in hair.	Your child may return to school when he/she has been cleared by a doctor, health department, or school nurse. Written documentation must be provided on his/her return to school.

If you think that your child might have a fever, please check his/her temperature before sending him/her to school. Your child should not be sent to school or school-related events until he/she has been fever-free ***for at least 24 hours without taking a fever-reducing medication such as Tylenol or Ibuprofen.***

Please direct any questions to nurse@davidsoncharter.org

Concussion and Head Injury Policy (Approved 6/20/2023)

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies. The CEO or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The CEO is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. Definition of 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 a loss of consciousness.

B. School Head Injury Information Sheet Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a

concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The Athletic Director of the school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. Removal from and Return to Play Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. Return to Learning The CEO or designee shall develop a plan that meets all the requirements of the State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The CEO or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return to-learn issues and other concerns related to concussion and brain injuries. Parents and students must Proposed – June 19, 2023 be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

E. Emergency Action Plans The CEO or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the CEO if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C- 12(23), and (5) compliant with any other requirements of state law and State Board policy.

F. Athletic Trainers and First Responders To the extent funding and resources are available, the CEO shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all middle school sports. The licensed athletic trainer or first responder will meet the requirements of state law and State Board of Education policy. The CEO or designee shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the CEO or designee, including, but not limited to, attendance at athletic games and practices and compliance with all applicable training and certification requirements.

G. Record Keeping The CEO shall require the Health and Safety Supervisor to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

Immunizations

North Carolina law requires that parents or guardians submit a record of their student's current immunizations (Public School Law 130A-152 Immunizations Required) prior to the first day of school.

DCA staff will review each Immunization Record, and if the student is in full compliance, the record will be copied and filed. Students who are exempt from immunizations and who provide State-approved exemption

will be considered in compliance. If the student is in partial compliance, DCA will give the parent or guardian a checklist of necessary immunizations that the student must complete prior to attending class. If non-compliance persists, DCA will send a follow-up letter to the student's parent or guardian.

If proof of immunization or exemption from vaccinations is not presented to the school within 30 calendar days of the first date of attendance of school, the child will not be allowed to attend school until the immunization requirement is met.

Prescription & Non-Prescription Medications

Families are encouraged to give medicines at home before or after school. If a student must take medication during the school day, parents must submit a signed Medication Form by the child's physician and the parents must deliver the medication to the nurse. Medication Forms can be found on our website under the Parent Section.

Parents or guardians must send medications to school in a sealed, original container labeled with the following information:

- The student's name and grade.
- The name of the medication.
- The amount of medication to be taken.
- The time the child is to take the medication.

Only authorized school staff are able administer medication to students.

Part 6: Lunches

It is the responsibility of the parent to ensure their child has a nutritious lunch each school day. Davidson Charter Academy does not have a cafeteria. Students in grades K-4 eat lunch in their classrooms. Students in grades 5-8 eat lunch in the middle school building in our commons area. DCA does not have the capacity to refrigerate and/or heat up student lunches brought in from home. Students will only be able to eat lunch during their designated lunch time.

Ordering Lunch from our Vendor

DCA is proud to be partnered with **My Hot Lunchbox** for our school lunch service.

With this program, you can order your student's favorite meals from restaurants they know and love. For additional information visit the following link:

https://davidsoncharter.org/apps/pages/index.jsp?uREC_ID=470993&type=d

Bringing Lunch from Home

In addition to ordering through our vendor, you may also pack your child's lunch.

PLEASE NOTE: We do not have access to refrigeration for lunch boxes. Most lunch boxes are insulated and can accommodate an ice pack to assist in keeping items cold. Please do not send items that need to be separately refrigerated as we will not be able to do so. Student lunches are not allowed to be heated up, so please plan accordingly.

Dropping Your Child's Lunch Off

If a student forgets their lunch at home, parents can drop off their child's lunch no later than 11 am that school day. Students will not be allowed to eat in their classrooms when lunchtime is over. DCA will not accept any lunch deliveries for students from restaurants or delivery services.

As you think about what to pack for lunch, below is a list of items that are healthy and great additions to a packed lunch!

Suggestions for healthy lunch items:

- Water
- Fruits and melons
- Veggies such as: Carrots, Celery, Cauliflower, Broccoli
- Granola Bars
- Yogurt
- Cheese
- Pretzels
- Chicken, turkey, ham, and beef

*Please avoid food and drinks that contain high levels of sugar. Students are only allowed to drink water outside of their lunchtime. Flavored water is not permitted outside of their lunchtime.

Food Allergies in the Classroom

To ensure the safety and well-being of our students who suffer from nut allergies, we will designate a space for them to eat out of proximity of the potential for exposure to their allergic triggers.

If through a doctor's note, it is indicated the allergy is severe enough to be potentially life-threatening, we may need to make that classroom a "Nut Free" zone to ensure that student's well-being.

For additional information on Allergies, please refer to Part 5: Health & Illness of this handbook.

Lunch Assistance Program

All children in households receiving benefits from North Carolina SNAP, the Food Distribution Program on Indian Reservations (FDPIR) or North Carolina TANF, are eligible for free meals. Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals. Children who meet the definition of homeless, runaway, or migrant are eligible for free meals. Children may receive free meals if your household's income falls at or below the limits on the Federal Income Eligibility Guidelines.

Parents must complete an application by the deadline in order to qualify for free lunch. Applications must be submitted at the beginning of each school year.

For additional information visit the following link:

https://davidsoncharter.org/apps/pages/index.jsp?uREC_ID=470993&type=d&termREC_ID=&pREC_ID=1121863

Part 7: Parent Expectations

We expect that all adults within our community treat others with kindness, give positive attention to positive behavior, model and provide language to solve problems and work toward solutions in productive ways. We expect that all members of our community respect one another and set a positive example for our students.

Adult Code of Conduct

(Approved 5/16/2023)

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 members of the school community.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check-in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communication to DCA staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten DCA 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.
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."
3. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

To the extent an adult's actions/behavior falls below the code of conduct the adult can be subjected to disciplinary action.

Upon the first occurrence, administration will send a follow up email to the individual.

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

Violence/Threats

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

- While a parent is restricted from re-entry to the school, their access to the school is restricted to the external pick-up and drop-off of their student. Any interaction with Davidson Charter Academy teachers or staff must be done so by electronic means.
- The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop-off or pick-up, if the adult has engaged in Violence/Threats as set forth or if DCA determines that the adult's behavior has created an unsafe or hostile environment.

Part 8: Security & Safety

Doors remain locked throughout the day and can only be accessed by authorized personnel. All visitors must begin their visit to the school in the front office.

Emergencies & Drills

The school will conduct drills regularly. Students and school employees must participate in fire drills to ensure that everyone knows how to exit school buildings safely and efficiently. Students must be silent during a fire drill so everyone can hear emergency instructions.

Emergency Closures, Delays, Early Release

Davidson Charter Academy will communicate closings and delays through email, text message, social media, and television.

Parent ID for Dismissals

Anyone picking up children must be prepared to show Photo ID and must be on the approved pick up list. If a Photo ID is not provided, the student will not be released.

School Resource Officer

DCA has a full time School Resource Officer (SRO). They assist with all of the following:

1. School safety;
2. School security;
3. Emergency preparedness;
4. Emergency response; and
5. Any additional responsibilities related to school safety or security assigned by the officer's employer while the officer is acting as a School Resource Officer.

Tobacco Prohibition

DCA believes health and wellness is a means to academic success, and tobacco use has been consistently proven to be a barrier to wellness; therefore, tobacco/vaping use is prohibited on school grounds and within 500 feet of the school property.

Weapons

Davidson Charter Academy places student and staff safety as a top priority and works diligently to provide a school environment where students and staff are free from the fear and danger presented by firearms and other weapons. Therefore, DCA prohibits any person, other than authorized law enforcement or security

personnel, from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, or at a school-related or school-sponsored activity away from school.

Visitors & Volunteers Policy

(Approved 10/15/2019)

Introduction

Davidson Charter Academy encourages the community and parents to be involved in and support the school and the educational and extracurricular programs of the school.

Visitation at Davidson Charter Academy

To encourage involvement, the following opportunities are provided to visit the schools.

- Visitors are welcome to observe and learn about the educational program at Davidson Charter Academy subject to approval and parameters specifically established by the CEO.
- Visitors are welcome in designated areas assigned by the CEO.
- Visitors are invited to attend school events that are open to the public, such as extracurricular events, awards programs, and athletic events.

Requirements of Visitors to the School

While Davidson Charter Academy welcomes visitors to the school, the ultimate concern of Davidson Charter Academy is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum.

- A. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Notifications will be posted at Davidson Charter Academy and all its affiliated buildings and properties directing visitors to report to the administrative office.
- B. School visitors are expected to comply with all school rules and policies, including policies addressing prohibited substances, tobacco-free school policy, and safety.
- C. Persons who are subject to policies regulating registered sex offenders, must comply with the provisions of that policy.

Requirements For Officers of Government Agencies

To minimize disruption to student learning and school operations, Davidson Charter Academy establishes the following additional requirements for visits by officers of government agencies during the school day:

- Officers of government agencies are asked to provide advance notification of a visitation with a student to the best of their ability and when applicable. Davidson Charter Academy will comply with all applicable Federal and State laws and statutes in assisting law enforcement and government agencies with any active investigations. Government officers will be asked to provide credentials and follow visitor protocols unless responding to an emergency.
- Visits by government officers must be authorized by the CEO or his/her designee or be the result of a request for assistance by the CEO or his/her designee. The visits will be coordinated, as much as possible, with government officers to occur at times least disruptive to the student's academic schedule and to school operations. To protect the privacy of students, the CEO or his/her designee shall designate a private area for government officers to meet with students away from contact with the general student population. Notification to the student of the visit will be made by a designated school employee, who shall direct the student to the private area to meet with the government officer.
- Government officers may not initiate direct contact with any student while the student is in class or between classes.
- All visits must be conducted in accordance with this policy and are subject to additional requirements as assigned by the CEO.

Unauthorized, Disruptive or Dangerous Visitors

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must direct the individual to the administrative office and notify the CEO, designee or front office. Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates school policy or the law, the CEO or his/her designee has authority to:

- order the individual to leave school property;
- notify law enforcement;
- take any other action deemed appropriate under the circumstances. Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual. The CEO may deny an individual permission to come onto school grounds or enter school facilities for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds. The CEO shall inform the Board of Directors of any such prohibition of an individual from visitation.

School Volunteers

Davidson Charter Academy recognizes the valuable contributions that school volunteers make to the learning process and the educational goals of the school. Instructional programs are enhanced through the contributions of students' parents, community members, and local businesses. These volunteers contribute time, resources, and expertise that assist the school to reach the goal of providing a sound basic education to all children.

The CEO and his/her designees will be responsible for the implementation and supervision of the school volunteers and shall maintain the following goals:

- Adequate screening of volunteers based upon the amount of contact they will have with students
- The requirement that volunteers comply with all stipulations of the Visitor and Volunteer Policy
- Reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students
- Adequate training of volunteers, including familiarizing volunteers with applicable laws, board policies, administrative regulations and school rules
- All school volunteers will be expected to be professional and dependable in their volunteer activities.

Background Checks for Volunteers

- Background Checks MUST be completed using the Castle Branch website.
 - mycb.castlebranch.com
 - In the 'Place Order' field, enter the following package code specific to Davidson Charter Academy: **DL18**
 - Additional Information can be found on our website.
- Background checks will be valid for 2 years.

The cost is \$24.50 to be paid online when submitting the background check

Applicants wishing to volunteer in roles that allow unsupervised interaction with students must undergo a national criminal background check. Applicants who have been charged with or convicted of the following offenses will not be allowed to volunteer until the charges are dismissed or the conviction is expunged:

1. Murder;
2. Conspiracy or solicitation to commit murder;
3. Rape or sexual offense;
4. Felonious assault with a deadly weapon with intent to kill or inflicting serious injury;
5. Kidnapping;
6. Abduction of children;

7. Crime against nature;
8. Incest;
9. Employing or permitting minor to assist in offense against public morality and decency;
10. Dissemination to minors;
11. Displaying material harmful to minors;
12. Participating in prostitution of a minor;
13. Taking indecent liberties;
14. Solicitation of a child by computer to commit an unlawful sex act;
15. Prostitution;
16. Child abuse; or
17. Any other crime if there is a reasonable and adverse relationship between the underlying conduct and the person's ability to be an effective school volunteer, considering the nature, severity of the conviction, and age of the applicant at the time of the incident.

DCA Employees as Volunteers

Current and retired employees of DCA are eligible to volunteer at the school and must register as provided by this policy. An employee is not considered a "volunteer" for the purposes of this policy if he or she is fulfilling his or her regular work duties. However, if an employee wishes to chaperone a field trip that their child is attending, for example, the employee would be treated as a volunteer while on that trip if doing so is outside of the employee's regular duties.

Ineligible Volunteers

All former employees of DCA who are deemed ineligible for rehire by the CEO, were dismissed from employment, or who resigned in lieu of dismissal are ineligible to volunteer at Davidson Charter Academy.

Registration and Identification

Volunteers must register in the school office at the beginning of each school visit. All volunteers shall wear a name tag while in the building.

Confidentiality

Volunteers are to be held to professional standards for maintaining the confidentiality of student records and all volunteers will be required to sign a confidentiality/ non-disclosure form which will be kept on file in the main office. The CEO or his/her designee will advise volunteers on the need and importance of confidentiality of student information. Volunteers shall not be granted access to a student's education record other than directory information.

Part 9: Student Expectations

Davidson Charter Academy provides a nurturing and safe environment to build a school culture of caring that promotes excellence in learning and positive socio-emotional health. To that end, DCA Chargers are expected to: treat others with respect despite differences; choose words wisely so as not to intentionally hurt or offend; and attempt to resolve disagreements calmly and with the assistance of a teacher or other staff member as needed.

When a challenge does occur, our goal is to resolve the conflict through discussion, compassionate response, and logical consequences. When dealing with behavioral disruptions, the goal is to change the behavior, so it does not continue to occur. Use of logical consequences and reflection, in most cases, results in just that.

Student Code of Conduct

(Approved 08/15/2024)

Davidson Charter Academy is committed to giving every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation. In order to fulfill this mission, it is important that we provide a positive, safe, and orderly environment for our students, staff, and families. DCA believes that a common and consistently applied code of conduct is a critical tool in building that environment. It reflects what the school believes to be reasonable expectations of conduct for all members of our student body.

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

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

The code of conduct is divided into five classes of violations. The classes are groupings of violations of similar severity. Each class of violations, because of their similarity, contain comparable consequences. While these consequences reflect what DCA believes to be fair and reasonable for that class of violations, the school also recognizes that there are times when there are mitigating or aggravating factors that may result in a change in consequences. The CEO 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.

I. General Information

The information contained in this section is designed to address common questions and confusion regarding the code of conduct. Providing further clarification on these issues will help parents and students successfully navigate the requirements of the School Code of Conduct.

The Code of Conduct applies to all students at any time they are present on school campus, at any school event, or during any school sponsored activity, including school events or activities that are held off campus. Additionally, it applies to students at any time or any location whose behavior interferes with the learning process, causes serious safety concerns, or disrupts the educational environment. Certain 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.

The 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 in order to determine what may have occurred. A student will be notified of the consequence 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 out of school, the student may not be present on the campus of DCA, at any school function, or at any school sponsored event, whether off or on campus, without the permission of school administration.

Unfortunately, during the school year conflict will arise between students. It is the expectation of DCA that students will not settle conflict 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 the school and are subject to search at the discretion of the Administration or their designee.

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

These situations include:

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

II. Definitions

- **365 Day Suspension** - This is out of school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.
- **After School Detention (Grades 6-8)**- This consequence is a period of :30 - :45 minutes of supervised study after the conclusion of the school dismissal.
- **Aggravating Factors** - Facts of a discipline incident which suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the school's administration, 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 School, although the student may attend another school.
- **Expulsion**- 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 (Grades 6-8)**- This consequence is an alternate to the suspension out of school of a student. 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 fewer than 10 consecutive days.
- **Mitigating Factors** - Facts of a disciplinary incident which 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's administration.
- **Out of School Suspension** - This consequence is the prohibition of a student from being on school campus, at school events, or participating in school functions, whether on or off campus.

III. Code of Conduct

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

<u>Class 2</u>	
2-A Violations Include:	Disciplinary Measures
1. Repeated violations of classroom rules 2. Being late for the start of the day or for the beginning of classes. 3. Unauthorized use of a cell phone or electronic device during instructional time. 4. Being absent from class without permission 5. Being out of dress code at any time not authorized by school administration. 6. Being in possession of any personal item which distracts from teaching and learning in the classroom. 7. Minor incidents of hitting, shoving, kicking, horseplay, etc. which do not result in physical harm. 8. An elementary or middle school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk. 9. Lying to school personnel. 10. Cheating on school tests, quizzes, or other school assignments. 11. Plagiarizing school assignments. 12. Inappropriate display of affection 13. Disrespectful words or actions	Conference with Student/Parent Time Out After School Detention (6-8) 1 Day of ISS (6-8) 1 Day of OSS (K-5)
2-B Violations Include:	Disciplinary Measures

1. Repeated violations of above category	2-3 Days ISS (6-8) 1-2 Days of OSS
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<u>Class 3</u>	
3-A Violations Include	Disciplinary Measures
<ol style="list-style-type: none"> 1. Repeated violations of above category 2. Possession of prescription or non-prescription medications on one's person without permission from school administration. 3. Altering any official school document, including report cards, transcripts, and notes from teachers. 4. Failing to comply with directives provided by school personnel. 5. Addressing staff members disrespectfully. 6. Using obscene, offensive, or derogatory language or pictures in reference to a staff member while on school property or during school functions. 7. Using obscene, offensive, or derogatory language or pictures in reference to a student while on school property or during school functions. 8. Acting in a way that either causes or has the potential to cause harm to oneself or others. 9. An elementary student stealing or taking without permission any possession of a student or staff member. 10. Being in possession of property stolen from a student or staff member. 11. Fighting in elementary or middle school 12. Using the internet to search for obscene, offensive or derogatory material during the school day, or at any time on a school owned device. 	1-3 days of OSS
3-B Violations Include:	Disciplinary Measures
<ol style="list-style-type: none"> 1. Repeated violations of above category 2. A middle school student stealing or taking without permission any possession of a student or staff member. 3. Directing offensive, obscene, or derogatory language toward staff members. 4. Directing offensive, obscene, or derogatory language toward other students. 5. Threatening another student or school employee in a way that is direct, the result of forethought, and can be carried out. While possible, it may not be realistic. 6. Gambling for money on school property. 7. Possession of a lighter or matches. 8. Bullying in elementary or middle 9. Using force or violence towards another student for any reason. 	4-10 Days OSS with possible recommendation for exclusion

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<u>Class 4</u>	
Violations Include	Disciplinary Measures
<ol style="list-style-type: none"> 1. Repeated violations of any of the above category 2. Entering school property after hours without proper authorization. 3. Smoking or vaping while on school campus, at school events, or during a school sponsored activity. 4. Possession of offensive, obscene, or derogatory pictures, including electronically, while on school campus, participating in school events, or during school sponsored activities. 5. Intentional unnecessary activation of a fire alarm. 6. The following offenses reportable to law enforcement: <ol style="list-style-type: none"> a. Possession or consumption of alcohol or drugs while on school campus, at school events, or during a school sponsored activity. 	10 Days OSS with possible recommendation for exclusion

<u>Class 5</u>	
5-A Violations Include	Disciplinary Measures
<ol style="list-style-type: none"> 1. Repeated violations of any of the above categories. 2. Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time which interferes with the learning process or disrupts the educational environment. 3. Using force or violence to take, or attempt to take, someone's property. 4. Inciting or engaging in behavior which either results in or is intended to result in widespread disruption to the educational process. 5. Participating in lewd, illegal, or sexual acts while on school campus, attending school events, or during school functions. 6. A logical, specific, and realistic threat of serious violence to a student or school employee. 7. Assault or attempted assault on a student or employee. 8. Inappropriate sexual touching of student or employee. 9. Conduct that is a felony or serious misdemeanor under NC law where the student would present a safety risk to student health or safety or cause a disruption to the learning environment. No conviction or arrest is required to fall under this provision. 10. The following offense are also reportable to law 	10 days OSS with recommendation for exclusion

enforcement: <ul style="list-style-type: none"> a. Assault resulting in serious injury b. Assault involving use of a weapon c. Assault on school officials, employees, and volunteers d. Making bomb threats or engaging in bomb hoaxes e. Willfully burning a school building f. Unlawful, underage sales, purchase, or provision of alcoholic beverages g. Possession of a controlled substance in violation of law h. Possession of a weapon i. Robbery with dangerous weapon j. Sexual offense k. Bullying l. Hazing 	
5-B Violations Include	Disciplinary Measures
1. The following offenses are also reportable to law enforcement: <ul style="list-style-type: none"> a. Homicide b. Kidnapping c. Possession of a firearm d. Rape e. Sexual Assault f. Taking indecent liberties with a minor 	365 Day Suspension 10 day suspension with a recommendation for a Long Term Suspension Exclusion Expulsion

IV. Disciplinary Process

Upon receiving a report of a potential occurrence of any of the above violations, school administration will begin an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and a search of a student, a student's cubby/locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences that are commensurate with the suspected violation. Administration will speak with the student and give the student an opportunity to deny or explain the violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequence of the violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified.

The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences. The Administration shall also notify the parent or guardian in writing that the student has been suspended from school. The administrator shall provide a description of the incident or incidents that resulted in the suspension, and may offer the opportunity for an immediate informal conference with the Dean.

There is no appeal of a out of school suspension that is 10 days or less.

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

V. Long-Term Suspension, Exclusion and Expulsion Procedures

Each School Dean or other Administrator may recommend a Long-Term Suspension, and/or Exclusion, and/or participation in a Behavioral Contract.

If a Dean determines that an infraction falls into the category for which a long-term suspension and/or exclusion is appropriate, they will notify the CEO of a recommendation for long-term suspension or exclusion. The Dean will also notify the parent or guardian in writing of this recommendation within two school days. The notification will include the time, date, and location for a hearing with the CEO, as well as the deadline for the parent to notify the School as to whether they are bringing an advocate. The parent or guardian must notify the CEO at least five business days in advance of the hearing or by the deadline set in the notification (whichever is sooner) if they are bringing an advocate to the meeting, and of the advocate's role (for example, legal representation). At the conclusion of the hearing, the CEO will determine if the Dean's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the CEO will make the determination on whether to uphold the recommendation of long-term suspension or exclusion.

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

VI. Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct applies to all students. When appropriate, a Dean 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

Davidson Charter Academy employs certified Special Education Resource and Inclusion Teachers to provide consultation services to classroom teachers who serve special education students, as needed. DCA 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 by federal and state laws and cannot be excluded from their educational programs without following federally mandated procedures. DCA recognizes the importance of working with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.

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

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

When Exclusion Is Required:

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

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

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

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

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

On the date of the decision to remove a student that is a change of placement for disciplinary reasons, DCA 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:

- IEP : either by amendment or a new IEP (Re-evaluation)
- 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 school removal and is not counted as 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 to have the same staffing process (Prior Written Notice and IEP addendum) to return to the original placement when or if that is appropriate.

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

- Separate to modified day
- Regular to homebound services
- Homebound services to regular
- 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:

- If the conduct was caused by the child's disability
- If the conduct was the result of the Public School Unit's (PSU) failure to implement the IEP, the PSU must take immediate steps to remedy those deficiencies

Day 11 Requirements

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

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

If the change in placement is due to disciplinary reasons:

- A. On the day of the incident, send, Student/Family Handbook, and Invitation
- B. Conduct a Manifestation Determination

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

- A. 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:

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

Weapons/Drugs/Serious Bodily Injury:

If the offense involves weapons, drugs, or serious bodily injury, proceed using 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the relationship between the behavior and the disability, the CEO may remove the student to an alternative setting for up to 45 school days. If the behavior is

not related, the student may be removed similar to a regular student. In both cases, Manifestation Determination, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA)

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

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

Behavioral Intervention Plans (BIP)

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

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

Student Cell Phone/Electronic Device Policy

(Approved 7/15/2024)

Davidson Charter Academy has the right to maintain a safe and secure learning environment for all students. Distractions to the learning process must be limited to increase student productivity and success.

It is recommended that students do not bring cellular and electronic devices to school. However, if cell phones or personal electronic devices are brought to school, Davidson Charter Academy is not responsible for theft, loss, or damage. Davidson Charter Academy will not conduct any investigation related to a personal device that will impact or distract from any instructional time within the day or during any instructional school processes or functions unless it is being used for an educational purpose with administrator permission.

If students bring cell phones or other electronic devices to school, they must be turned off and put away prior to arrival. For students in grades K-5, all cell phones and electronic devices must be stored in the student's backpack and must not be removed. For students in grades 6th – 8th, all cell phones and electronic devices will be collected during homeroom, stored in a locked cabinet, and handed out before dismissal each school day.

Davidson Charter Academy deems the privacy of all our staff, students, parents, and the entire community valuable. Taking pictures or recording others without their consent is a violation of privacy and is prohibited.

The full Wireless Communications Device policy can be found in attachment D.

Elementary School Dress Code

(Approved 4/25/2023)

The purpose of this policy is to enhance school safety, improve the learning environment, and promote good behavior. Children's attitudes toward schoolwork and behavior are related to the clothing that they wear. Therefore, we recommend clothing and footwear suitable for a working atmosphere and appropriate weather. To achieve this goal, the following guidelines are in place at Davidson Charter Academy.

Tops

- Shirts with sleeves are recommended.
- Halter and thin-strapped tank tops are not permitted.
- Bare midriff tops are not permitted.
- All graphics, logos, writings, designs, etc. must be appropriate for the school setting.

Bottoms

- Pants and shorts need to fit at the waist. Sagging clothing is not acceptable.
- Extremely brief shorts and short skirts are not appropriate for school. Mid-thigh length or longer is appropriate.
- Leggings can be worn with proper length covering garment.
- Pants that display holes higher than mid-thigh are not allowed without leggings underneath.

Shoes

- Tennis shoes or sturdy, form-fitting shoes are recommended for the school day.
- Open-toe shoes are not permitted.
- Tennis shoes must be worn during PE class and all physical activity.

General

- Tops and bottoms must always overlap, including when arms are raised.
- Hats, hoods, and other headwear may not be worn during the school day unless for school-sponsored activities.
- Pajamas may not be worn during the school day unless for school-sponsored activities.
- Bulky coats (outerwear) may not be worn indoors during the school day.
- The following items are inappropriate for school and therefore not permitted:
 - Clothing that is in disrepair
 - Anything that may cause a distraction to the educational process or is deemed inappropriate or unsafe.

Before receiving disciplinary consequences, a student who is not in compliance with the Elementary Student Dress Code policy will be given a reasonable amount of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with DCA's Discipline Procedures.

Dress Code Violation Consequences

- 1st Violation- Student counseled and warned; parents are notified by the classroom teacher.
- 2nd Violation- Parents are contacted by school counselor and must bring alternative clothing for their child.
- 3rd Violation- Parents are contacted by school counselor and must bring alternative clothing for their child and the school counselor will schedule a meeting with the parents to discuss the repeated dress code violations.
- 4th Violation- Behavior Referral to administrator; consequences may include In-School Suspension

Middle School Dress Code

(Approved 3/21/2023)

Davidson Charter Academy believes that the dress and personal appearance of students impacts their interactions with their academic environment. DCA requests that parents outfit their children in clothing that is conducive to learning. Generally, dress, and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, DCA prohibits any appearance or clothing that does the following:

1. violates a reasonable dress code adopted and publicized by the school;
2. is substantially disruptive
3. is provocative or obscene; or
4. endangers the health or safety of the student or others.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or school dress code will be given a reasonable amount of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with

DCA's Discipline Procedures

Dress Code Violation Consequences

- 1st Violation- Student counseled and warned
- 2nd Violation- Lunch detention; parent notified
- 3rd Violation- After school detention; parent notified
- 4th Violation- Behavior Referral to administrator; consequences may include In-School Suspension

DCA prohibits clothing which is inappropriate, provocative, revealing or contains suggestive or provocative messages. Examples include but are not limited to:

- Bare midriff tops, Halter tops, Off-the-shoulder tops, or Spaghetti strap tops
- Muscle shirts
- Shorts or skirts that are shorter than mid-thigh in length
- Pants that display holes higher than mid-thigh without leggings underneath
- Low-cut or baggy pants that are revealing or show undergarments
- Leggings without proper length covering garment
- Swim wear
- Pajamas

Davidson Charter Academy prohibits clothing that is unsafe, dangerous, or hazardous to health. This includes but is not limited to:

- Socks or sock-like footwear without shoes
- Shoes that have open heels or without straps including slides and flip flops
- Sunglasses in the building
- Hats/hoods in the building
- Clothing and jewelry that advertise tobacco, alcohol, drugs, or other illegal substances,

Students are required to wear tennis shoes during all physical activity, including physical education classes.

This policy applies at all times when students are present on school property or in attendance at official, school-sponsored events.

Part 10: Transportation Procedures

Arrival & Dismissal

Elementary School

Arrival:

Elementary students may be dropped off in the carline between 7:30 am and 8:00 am. Students are not allowed to be dropped off prior to 7:30 am as they will not have adult supervision.

Important Reminders:

- The Unloading Zone is only the length of the sidewalk. For safety reasons, do not let your child exit your vehicle until you have reached the sidewalk.
- To assist with the flow of traffic in the morning, please have students and their belongings ready to exit the vehicle by the time you are in the unloading zone.
- If your child is able to exit your vehicle independently, please have them do so when the cars are stopped in both lanes. Staff members are not required to open the car doors for the students.
- If your child requires assistance getting out of your vehicle, please pull up in the right lane closest to the main building. If a staff member accidentally misses your car, please roll down your window and respectfully ask for assistance.
- The speed limit on our campus is 5 MPH. Please do not exceed this.
- Elementary students are NOT allowed to be dropped off at the middle school and expected to walk to the elementary building.
- Parents are not allowed to park in front of the building and walk their children to the back of the building.
- All adults must remain in their cars.
- **Students are NOT allowed to be dropped off at the front office until after the carline gate is closed at 8 am, which indicates that the student is tardy for school. In this case, parents must park in a parking space and walk their students to the front office to sign them in. Parents should not park in the fire lane and students are NOT allowed to walk in from the parking lot without being accompanied by their parents.**

By following these procedures, we can ensure that all students arrive at school quickly and safely. It is our goal to start your child's morning with a smile and send them to class happy!

Dismissal:

Students are dismissed in the afternoon from 2:35 pm - 3:05 pm through the car rider line only. The carline will close at 3:05 pm each school day. If a parent/guardian picks up their child after 3:05 pm they are considered late to pick up. They must park their car in a parking spot and walk in the front office to receive their child. All students who are not picked up on time will be brought to the front office to be picked up when the carline is completely over.

Parents are responsible for the timely pick-up of their student(s) during regular afternoon dismissal and from an after school extra-curricular activity. If a parent is consistently late picking up their child, they will receive a formal warning. If they continue to arrive late, DCA will report the situation to the Department of Social Services.

Parents/guardians picking up elementary students are required to use the Fastlane app by School Dismissal Manager or your PIN. Elementary students will not be put into cars without this verification—**no exceptions!**

Cars without the app or PIN will be asked to park in the front and the person will need to report to the office to present a valid driver's license. The student(s) will only be released to this person if they are listed on the Authorized Pick-up List. If they are not on the list, the parent/guardian will be notified, and the student will remain at school.

Staff members are not allowed to assist with seat belts or car seats. If a student needs assistance, the parent must drive around to the front of the building, park and help their child.

Parents are not allowed to park their cars and "walk-up" to pick up their students in the front office or at the back of the school during regular dismissal. Parents will be redirected to go through the carline to pick up their child.

Middle School

Arrival:

Middle School students may be dropped off between 7:15 am and 7:45 am. Students are not allowed to be dropped off prior to 7:15 am as they will not have adult supervision. If a parent also has a student in elementary school, they must exit the middle school car rider line and go through the elementary car rider line to drop off their student.

Middle school students are NOT allowed to be dropped off at the elementary building and expected to walk to the middle school.

Students are NOT allowed to be dropped off at the front office until after the carline gate is closed at 7:45 am, which indicates that the student is tardy for school. In this case, parents must park in a parking space and walk their students to the front office to sign them in. Students are NOT allowed to walk in from the parking lot without being accompanied by their parent, as it is unsafe.

Dismissal:

Students are dismissed in the afternoon from 2:50 pm - 3:20 pm through the car rider line only. The carline will close at 3:20 pm each school day. If a parent/guardian picks up their child after 3:20 pm they are considered late to pick up. They must park their car in a parking spot and walk in the front office to receive their child. All students who are not picked up on time will be brought to the front office to be picked up when the carline is completely over.

Parents are responsible for the timely pick-up of their student(s) during regular afternoon dismissal and from an after school extra-curricular activity. If a parent is consistently late picking up their child, they will receive a formal warning. If they continue to arrive late, DCA will report the situation to the Department of Social Services.

After School Programs

DCA partners with two local daycares that provide transportation from our school to their after-school program. They are Kidz Dream Klub and YMCA. Please contact them directly if you'd like to enroll your child.

Transportation Changes

Parents are to notify their child's classroom teacher of all transportation changes at least one hour prior to the start of dismissal. If a parent is having someone pick up their child who is not listed on the Authorized Student Pick-Up form, the front office must have written notification from the parent at least one hour prior to the start of dismissal. Please send transportation notifications to office@davidsoncharter.org.

Part 11: Miscellaneous

Athletics

All DCA Middle School students (6th-8th) are encouraged to be a part of our Athletic Program. DCA is proud to be a part of the Triad Carolina Conference. This conference consists of other schools of choice in the Piedmont Triad area. The focus of this athletic conference is to provide students with a character-building experience along with developing the skills that their sport requires. Being a part of DCA's athletic program is a privilege. In order to participate, all students must adhere to the DCA Athletic Code of Conduct:

- **Respect** - For oneself, teammates, coaches, opponents, officials, fans, team managers, bus drivers and athletic staff.
- **Responsibility** - By attending practices/games, being on time every day and being prepared to improve in skill level and knowledge of the sport. Athletes are **expected to adhere to the school rules and expectations**. Anyone in violation of this policy will be subject to severe consequences.
- **Sportsmanship** - Every action, body language, attitude and spoken word is a reflection of oneself and a reflection of the school. Our student-athletes, coaches, parents and fans will be expected to represent DCA.
- **Grades and Attendance** - Student-Athletes are expected to be the best that they can be in the classroom. In order to be eligible to participate, a student must pass 3/4ths of their core classes and miss no more than 8 days in any semester. If a student fails to meet these requirements, they will be ineligible to participate until the following semester's report card is issued, and the student has been shown to meet the requirements.

Expectations of Parents - DCA parents are expected to support the coach, all student-athletes, athletic policies, and game officials. Parents are encouraged to cheer on our Chargers while refraining from verbally abusing game officials or the opposing team. Finally, parents who have concerns about their child's athletic experience should first contact the coach and, if unresolved, follow-up with the Athletic Director. Appropriate topics to discuss with your child's coach include your child's safety, skill improvement, and behavior concerns. It is not appropriate to discuss your child's playing time, team strategy, calling of plays, or other student-athletes. Parents who wish to meet with a coach should never do so immediately following a game but are encouraged to wait 24 hours and then reach out to the coach directly.

For all team sports inquiries, please contact your child's coach in season.

For general information and additional inquiries contact Director of Athletics.

Birthday/Classroom Celebrations

Parents and guardians are welcome to arrange with classroom teachers to send in store-bought cupcakes or cookies (*NOTHING HOME-MADE*) in recognition of birthdays. All birthday celebrations must take place during the classes designated lunchtime. Parents are welcome to attend birthday celebrations with advanced notice. Parents must leave the school when the class celebration is over and they are not permitted to interrupt any other classes. If students wish to pass out invitations to birthday parties or other special events out of school, they may do so only if they have invitations for every member of the class.

Field Trips

Process:

- Students will be given a permission slip by the teacher in advance.
- EVERY student must have a permission slip signed by a parent or guardian to attend the field trip.
- If a parent would like to attend as a chaperone, a background check must be completed in advance.

Expectations:

- School rules still apply on field trips.
- Students should follow the normal dress code policy and should wear tennis shoes because there is usually a lot of walking.
- Students are responsible for keeping up with their own jackets, coats, sweatshirts, etc.
- Parents are allowed to attend the field trips if the venue allows it, but they may NOT be assigned a group of students or be alone with a group of students.

Background Checks:

- Background Checks MUST be completed using the Castle Branch website.
 - mycb.castlebranch.com
 - In the 'Place Order' field, enter the following package code specific to Davidson Charter Academy: **DL18**
 - Additional Information can be found on our website.
- Background checks will be valid for 2 years.
- The cost is \$24.50 to be paid online when submitting the background check.
- All students need to bring their lunch in a gallon-size Ziplock bag labeled with their names. Students will not be able to purchase any food. Everyone can bring a disposable or plastic water bottle. Large coolers will be provided for class lunches.

Lost & Found

Lost and Found items are kept near the front office in each building. Check with the front office if you have lost something or if you find items that do not belong to you. Items left in the lost and found will be sent to a charity location at the end of each quarter.

School Supplies

A grade-level specific school supply list is available on our school website, www.davidsoncharter.org. Please send all supplies to school with the student, if possible. Supplies can be brought in at the open house or on the first day of school. Teachers may request additional supplies in the middle of the school year, if needed.

Middle School Student Council

The DCA Student Council will consist of students in Grades 6-8. Student council is a group of students elected by their classmates to organize activities and address student concerns and interests. Students who are members of the student council will have the opportunity to do a variety of community service activities; help organize and plan school dances, etc.

We are looking for some dynamic, enthusiastic, and committed Middle School students to join the Student Council. **Qualities necessary for any member on student council are:**

- Leadership skills – Are you willing to lead committees and be a representative for your class?
- Creative – Are you able to think of new and exciting activities and fundraisers?
- Communicative – Are you able to share ideas with other student council members, your classmates and all of middle school?
- Team player – Do you work well with others? You will be working with the student council to generate ideas and organize school events.

- Responsible – You may be responsible for running activities throughout the school and you must be reliable.
- Committed – This is a year-long commitment and if you volunteer now, you will be expected to come to all meetings for the remainder of the year.

Students who are interested in Student Council must:

- Be flexible and exhibit the potential for leadership
- Display positive classroom behavior
- Have a genuine interest in the welfare of others
- Consistently portray qualities of responsibility, empathy, courage, integrity, and perseverance
- Maintain good grades- (Below a passing average at the end of a grading period could result in a dismissal from the student council)

Part 12: Federal, State and Local Policy

Advocacy

As a parent, you are your child's best education advocate. You know your child's strengths and challenges, and you can help identify the resources your child needs to succeed. Parent-Teacher communication is essential in monitoring student progress and providing necessary support.

Please contact your child's teacher if you have concerns about academic and/or social emotional progress throughout the year. Email tends to be the most convenient way of contacting teachers, and parents are encouraged to check email regularly when used as a tool for communication.

Please remember to update the school office and your child's teacher if your email address has changed. Parents who do not have home computers or Internet access are strongly encouraged to use free computers at the public library. Directly calling or visiting a teacher during instructional time without a scheduled appointment with the teacher is not permitted, but a message will be taken in the office and then passed on to the teacher. Please allow 24-48 hours for teachers to respond to your call.

Family Educational Rights and Privacy Act (FERPA)

Davidson Charter 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.

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

- School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.
-
- **In addition, parents and eligible students have the right to refuse to allow the school system to release their child's "directory information", as explained below.**
-
- During the school year, your child may make headlines as a hero of the big game, or he or she might win an academic honor. Often stories about what is happening at school will feature students. Davidson Charter Academy might want to use your child's name or may get a great photograph or videotape of your child that we'd like to use in a school publication or presentation.
-
- The Family Educational Rights and Privacy Act (FERPA) permits school districts to release directory information to members of the general public who request it. Davidson Charter Academy may release directory information to certain people and institutions, such as the news media, **unless the parent or eligible student requests that such information not be released**. Directory Information includes:
 - Student name, address, phone number, and email address
 - Date and place of birth
 - Grade level
 - Major field of study
 - Photograph/video of student
 - Participation in officially recognized activities and sports
 - Dates of attendance
 - Weight and height of athletic team members
 - Degrees and awards received
 - Most recent previous educational institution attended
 - School newsletters or other publications

Parents and eligible students have the right to refuse the release of any or all directory information.

Please complete the *Consent to Release Student Directory Information Opt Out Form* if you are requesting to withhold any directory information about your student.

The request to withhold directory information will be in effect from the date it is received by the school until the date your student completes Eighth Grade or is released from DCA. You may change your preferences at any time by submitting a new form to DCA.

Freedom from Harassment

If an unauthorized individual, whether or not he is affiliated with the school, approaches a staff member for personal information concerning another staff member or student, the request will be denied. The individual will be informed that he/she is seeking private information and the person receiving the request will record the details of the incident and submit a copy of the information to the CEO. Likewise, if a student or staff member feels threatened by another individual concerning demands that are not duty-related, he should record the incident and immediately submit the concern to the CEO, who will take appropriate action. If it occurs again, the CEO will investigate it, and determine whether or not harassment charges should be pursued against the individual. Parents, of course, have every right to seek and obtain private information concerning their own child/children, but not private information concerning others.

Grievance Procedures

DCA encourages communication within the school community between teachers, families, and every member of the school team. If a concern arises, parents, students, and team members should address the appropriate team member. If the concern persists, an administrator will mediate a discussion involving all parties to resolve a concern.

For more information on Grievance Procedures in relation to Title IX, please see ATTACHMENT B.

Grievance Policy for Parents/Students

(Board Approved 04/23/2024)

Purpose: To provide the procedures parents/students will follow when they have an issue at the School that constitutes a grievance.

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

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a guardian/parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. Complaints under other policies including those under Title VI, Title IX, IDEA, Section 504, the School's Non-Title IX Bullying policy, those under the Parent's Bill of Rights, and those pertaining to student discipline are not grievances and this policy does not apply to such complaints. Please refer to the School's policies and procedures for those matters.
2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the CEO. The fifteen-day deadline may be extended at the discretion of the CEO.

3. The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the CEO, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The guardian/parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the CEO and to the Chair of the Board of Directors. If the CEO is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

Step 2: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting the Board of Directors will review the facts and notify the parties in writing (email 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.

Mandatory Reporting

All Davidson Charter Academy personnel are mandated to report suspected abuse and/or neglect. Once any staff member has reasonable belief that a student may be a victim, they must:

- Notify the CEO of the suspect abuse and/or neglect.
- Call Davidson County DSS (336) 242-2562.

Non-Discrimination Policy

(Board Approved 4/23/2024)

Equal Education Opportunities

The School 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, disability or any other characteristic protected by law. 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, Title VI, Title IX, 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. The School also prohibits retaliation for reporting violations of this policy or for filing a complaint or advocating for rights under this policy.

Title VI

The School complies with Title VI of the Civil Rights Act of 1964 ("Title VI") and prohibits discrimination on the basis of race, color, or national origin. This means that the School does not discriminate against individuals, including applicants, employees, students, and parents on the basis of race, color or national origin.

Title IX

The School complies with Title IX which provides that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The School's comprehensive Title IX policy is found under Attachment A in the index of this handbook.

Any individual who believes he/she has been the subject of harassment, discrimination, or retaliation in violation of the School's non-discrimination policies, should immediately report the incident, either verbally or in writing to any of the following individuals:

1. an administrator, teacher, counselor, the principal or assistant principal;
2. an immediate supervisor or supervisor that the employee feels comfortable with or human resources, if the individual making the complaint is an employee;
3. the *Title IX coordinator, Gina Autry*, for claims of sex/gender discrimination, sexual harassment or sexual assault (see Title IX policy for contact information);
4. the *Section 504 Coordinator, Gina Autry*, for claims of disability discrimination; or
5. for claims of other forms of prohibited discrimination, including Title VI, CEO.

Compliance with Other Laws

The School 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 health and safety laws and regulations, whether federal, state or local. 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.

Technology Acceptable Use Policy & Device Agreement

(Board Approved 9/15/2020)

Below are the agreements that parents and students of Davidson Charter Academy ("DCA" or "School") agree to after being issued a DCA device for use at school or at home.

All students and parents must agree to follow the terms and conditions stated in the Technology Acceptable Use Policy and Device Agreement. The signature page at the end of this contract must be signed and returned prior to computer access being granted. **Parents/students:** please note that any violation of this agreement that results in inappropriate use of technology and/or damage of technology will result in a School consequence.

A. Requirements for Use of Technological Resources

The use of School technological resources, such as computers, Chromebook, and other electronic devices, networks, email, and the Internet, is a privilege, not a right. Before using the Internet or school email address, all students will be trained about appropriate online behavior. Such training will cover topics such as digital footprint, cyberbullying, and interacting with others on social networks.

Anyone who uses School computers or electronic devices or who accesses the School network or the Internet at an educational site, at home, or off campus, including during distance learning, must comply with the requirements listed below. All students will receive a copy of this policy annually.

1. Technological resources are provided for School-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of School technological resources for commercial gain or profit is prohibited.
2. Students must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism involving Internet resources will be treated in the same manner as any other incidents of plagiarism, with appropriate consequences given in regard to grades and disciplinary measures.
3. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, emailing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is **obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors**.
4. Users must not bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying").
5. Users must not disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
6. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file-sharing program designed to facilitate the sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personal identifying information, or information that is private or confidential, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. Users must not record or share either audio or video of any classes, instructional time or educational meetings.
10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data of any user connected to School technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
11. Under no circumstance may software purchased by the School be copied for personal use.
12. Users may not create or introduce games, network communications programs or any foreign program or software onto any School computer, electronic device, or network without written permission from the CEO or designee.
13. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts. Users will also not make an attempt to bypass any monitoring or filtering software in place for student safety.
14. Users are prohibited from using another individual's accounts or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other School official.
15. Users may not access, modify or delete files or emails that belong to another user without that user's permission.
16. If a user identifies a security problem on a technological resource, he or she must immediately notify the teacher or administration. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
17. Users will be held to all of DCA's regular policies as outlined in the Parent-Student Handbook during electronic learning or distance learning.
18. Users must not engage in or promote any practice that is unethical or violates any law or School policy or practice.
19. The use of School email accounts is for School-related purposes only and all email usage must be consistent with this Agreement and the School's guidelines as outlined in the Parent-Student Handbook. School email accounts are not private and may be monitored by DCA Staff.

B. Internet Safety

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 limit access to age-appropriate subject matter and materials. The school shall 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 CEO, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

In accordance with state law, students shall not access social media platforms on school devices or networks except when expressly directed to do so by a teacher for educational purposes.

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 CEO 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. The school will also take all reasonable measures to prevent access to websites, web applications, and/or software that do not protect the disclosure, use, or dissemination of a student's personal information.

It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

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

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

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

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

Instruction on Social Media Effects

Additionally, the school's standard course of study shall include instruction on social media and its effects on health, including social, emotional, and physical health. Instruction shall be provided at least once during elementary and middle school and at least twice during high school. The topics must include, but not be limited to, all of the following topics:

1. Negative effects of social media on mental health, including addiction.
2. The distribution of misinformation on social media.
3. Methods of manipulating behavior using social media.
4. The permanency of information shared online.
5. How to maintain personal security.
6. How to identify cyberbullying, predatory behavior, and human trafficking on the Internet.
7. How to report suspicious behavior on the internet.

8. Personal and interpersonal skills or character education that enhances individual level protective factors and mitigates or reduces risk-taking or harmful behavior.

The CEO or their designee shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

C. Privacy and Filtering

Since the use of School technology is intended for educational purposes, students shall not have the right to privacy in the use of DCA technological resources.

Network, web and on-device storage may be treated like School lockers. School administrators or individuals designated by the CEO may review files, monitor all communication, and intercept email messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations.

DCA personnel shall monitor online activities of individuals who access the Internet via a School-owned computer while on-campus. Software may be installed on School-owned student devices that allows access to student screens while on-campus for instructional purposes only. In addition, DCA reserves the right to monitor and record all use of School technology, including, but not limited to, access to the Internet or social media, communications sent or received from School technology, or other uses whether the student uses such technology on or off campus. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of School technology (such as web searches and emails) cannot be erased or deleted.

When students are off campus, including when in distance learning, parents reserve the right to set and control what their student views at home. DCA encourages parents to set limits and be actively involved in monitoring and controlling technology use at home, including email, social media, and chat rooms. DCA maintains the right to still filter site content based on education needs.

All passwords created for or used on any School technology are the sole property of the School. The creation or use of a password by a student on School technology does not create a reasonable expectation of privacy.

Parents/guardians who do not wish for their child to participate in the use of certain digital tools or be included in media exposure (e.g., photos, videos, or school publications) may submit a written request to the school administration.

D. Digital Footprint

DCA may use any means available to request the removal of personal websites that substantially disrupt the School environment or that utilize School or individual School names, logos, or trademarks without permission.

Though School personnel generally do not monitor students' Internet activity conducted on non-School computers during non-School hours, when the student's online behavior has a direct and immediate effect on School safety or maintaining order and discipline in the Schools, the student may be disciplined in accordance with School policies. Students may be disciplined in accordance with School policies for Internet activity conducted on non-School computers during distance learning or electronic learning.

E. Vandalism and Theft

Vandalism and theft will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy network or computer equipment and/or data of anyone connected to the network. Theft is defined as the illegal taking of another person's property without that person's freely-given consent. Vandalism, theft and possession of stolen property are violations of the criminal law. Security measures used to protect technological resources include, but are not limited to, video surveillance, visual inspection and asset tracking.

The CEO and designated staff work closely with local law enforcement officials in cases of suspected vandalism or theft. In the case of an off-campus theft incident, students or guardians are responsible for filing a police report as well as notifying the School.

F. Loan Period / Distribution

If a School-owned Chromebook is loaned to a student for distance learning, it will be issued to the student at the distribution session after the beginning of the School year once signing this contract. The Chromebook must be returned, with all accompanying equipment, in good condition, on the assigned day. Chromebooks may be re-imaged and repaired during school breaks. A parent or guardian is required to sign for the Chromebook. On days when the student attends School in-person, he/she must bring the loaned Chromebook, charger, and bag to the School for electronic learning.

G. Personally Owned Devices

If a student uses a personally owned device to access School technology, he/she shall abide by all applicable Board policies and procedures, the School Parent-Student Handbook, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

H. Liability

The Chromebook, computer, or other electronic device is issued to the student who, with his/her parents or legal guardians, is the only authorized user of that device. Although each student accepts responsibility for the care and use of the device, the device remains the sole property of DCA. Damage or negligence to the Chromebook not due to normal wear or tear will be subject to a fee charged to the parents or legal guardians. In the instance that a parent or student were to move and no longer attend DCA, it is the responsibility of that parent/guardian to return said device. DCA reserves the right to file police reports for any missing devices and/or accompanying equipment not returned to the School when requested.

Repair evaluation will be at the discretion of the CEO or designee. Each device will be evaluated based on the damage and its impact on the ability of the device to perform day to day functions.

Damage	Cost
New Keyboard	\$30.00
New Screen	\$50.00
New Hard Drive	\$60.00
Damaged / Missing Power Adaptor	\$20.00
Damaged / Missing Chromebook Bag	\$20.00
Water Damage, Lost, or Stolen	\$275.00

*Failure to pay for repairs will result in restriction or revocation of technology privileges and a “hold” of the student’s report card if fees are not paid.

C. Appropriate Computer Use

Students are expected to follow the 1-page Computer Care Document that was provided at time of device distribution. In addition, student’s use of the computer is subject to Parent-Student Handbook guidelines and North Carolina law.

D. File Maintenance

Students are responsible for backing up their own files. The student's flash drive and/or Google Drive should be used for this purpose. Chromebook will be periodically re-imaged. All data and files not backed up to external media may be lost during this process. All files stored on the Chromebook are property of the School and may be inspected at any time.

Title 1 Parent & Family Engagement Policy

Definition of Parent and Family Engagement

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. It is our goal for parents and family members to play an integral role in assisting their child's learning, and parents are full partners with the school in their child's education. The school system will provide activities and resources to support parent and family engagement.

What is the 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. Parent and family engagement is a strategy required by the Title I program that has been found can directly improve student achievement.

LEA's Parent and Family Engagement Policy Requirements

The following actions will be taken by the school system to involve parents and families in the joint development of the district parent and family engagement plan:

- Organize a Title I School Parent Advisory committee (SPAC) that consists of representative Title I School parents to meet during the school year to discuss system policies and review the Title I program and plan
- Provide support to assist the Title I Schools in planning and implementing effective parent and family engagement activities to improve student academic achievement

Parent and Family Engagement Efforts

Davidson Charter Academy will, with the assistance of its Title I funds, build the schools' and parents' capacity for strong parent and family engagement through the following activities specifically described below:

- Provide assistance to parents in understanding topics related to child's education such as
- the following:
- The state's academic content standards
- The state's academic achievement standards and assessment reports
- State and local assessments, including alternative assessments identified by the school
- Monitoring their child's progress through online parent portals such as NC PowerSchool
- Effectively build communication with individuals involved in their child's success

Meetings will be held throughout the school year for parents to receive information that is clear and concise to assist their understanding in necessary information affecting their child.

- Provide materials and parent training to help parents work with their child at home to support
- their children's learning. Providing the following will foster parent and family engagement:
- Workshops that align with what students are learning in class, with content specific strategies
- A guide to help families navigate the school's Title I website
- A parent resource center with content specific materials available for checkout to
- provide additional support at home with their child's learning
- Guides/newsletters to explain academic standards in parent friendly language with examples or ways to help their student

Educate school personnel on effective communication with parents to develop partnerships and how to implement parent programs. This training will include classroom teachers, school counselors, support staff, and administration.

Collaborate and coordinate parent and family engagement programs and activities with other community services, like Partnership of Children, and resources while also providing guidance and direction for parents to outside programs and opportunities.

Ensure Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. The district and Title I Schools will utilize the following communication formats:

- Davidson Charter Academy's website: <https://davidsoncharter.org>
- Phone calls – translator available upon request
- School messenger/email/newsletters
- Parent communication logs
- Invitations sent home for parent training sessions

Conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. All parents at Title I schools will have an opportunity to complete a survey evaluating the Title I Schoolwide program. Results will be shared with the Board of Directors and Central office Leadership as well as school administrators.

Engage parents in the process of school review and improvement through the following actions:

- Representative parents will serve on the school's advisory committee.
- Representative parents will serve on the school's School Improvement Team.
- Parent meetings will be documented and input from parents will be shared with the Title I advisory committee.
- The school and district parent engagement policies will be reviewed at the beginning of each school year.

**Add attachments + new policies (electronic recording, et all)

Part 13: Policy Attachment Index

ATTACHMENT A:

Title IX Discrimination and Harassment Policies For Students and Staff Members

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

It is the policy of THE SCHOOL that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the

School regarding the identification, prevention, intervention, and reporting of such anti-social acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The School will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

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

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

2. Retaliation

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, the School prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Head of School or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

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

B. APPLICATION OF POLICY

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

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of school personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and

C. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

C. DEFINITIONS

For purposes of this policy ONLY, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on the basis of gender or sex (including transgender and LGBTQ+ identification). Discrimination may be intentional or unintentional.

2. Harassment

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

An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)

Sexual assault (as defined by Clery Act), or "dating violence", "domestic violence", and "stalking" (as defined by Violence Against Women Act).

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

Examples of behavior that may constitute harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

Examples of sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

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

3. Conduct Not Covered by This Policy

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

TO REPORT A VIOLATION OF THIS POLICY: PLEASE REFER TO THE SCHOOLS TITLE IX REPORTING AND GRIEVANCE POLICY, NOTED IN ATTACHMENT B.

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

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

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

The School's Title IX Coordinator is: GINA AUTRY

TRAINING AND PROGRAMS

The designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and foster an environment of understanding and respect for all members of the school community. Information about this policy and the related

complaint procedure must be included in the training plan. The training or programs should:

- (1) provide examples of behavior that constitutes unlawful discrimination or harassment;
- (2) teach employees to identify groups that may be the target of unlawful discrimination, or harassment;

And (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

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

On the definition of the definitions of prohibited conduct, including sexual harassment;

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

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

NOTICE

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on the School's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

TITLE IX COORDINATOR

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

- Participating in the development and implementation of the SCHOOL's sexual harassment policy.

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

EVALUATION

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

CONFIDENTIALITY

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

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

REPORTING TITLE IX VIOLATIONS

1. For Students:

To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor, grade-level Principal, Head of School and/or Title IX coordinator immediately and file a complaint.

Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, grade-level Principal, or Head of School, as soon as possible and within 24 hours.

If the CEO is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.

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

3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy.

Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

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

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

G. DEFINITIONS

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

"Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.

"Respondent" is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

1. "Formal complaint" is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.

2. "Document filed by a complainant" means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.

3. "Supportive measures" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure

equal educational access, protect safety, or deter sexual harassment. The School's selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

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

The School will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The School shall also comply with the following mandates: The School will offer supportive measures to the person alleged to be the victim (referred to as the "complainant").

The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

1. The School will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
2. The School will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
3. The School will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
4. A complainant's wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).

If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the School's Title IX policy, or the alleged conduct did not occur in the School's education program or activity, against a person in the United States, the School must dismiss such allegations for purposes of Title IX. However, the School may still address the allegations in any manner the School deems appropriate under the School's code of conduct or other policies.

Treat complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.

Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive

and need not avoid burdening the respondent.

All Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) shall be free from conflicts of interest or bias for or against complainants or respondents.

There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The School's grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).

The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS

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

Upon receiving a report of sexual harassment, the School will provide the complainant, or their advocate, with a written explanation of the interim measures available at School and through local community resources [insert name of local resources] and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis.

Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility. A complainant or their advocate may request the interim measures listed below.

The School – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant's safety and equal access to educational programs and activities:

Academic accommodations, including change in classes, testing, or assignments;

Medical and mental health services, including counseling;

Modifications to extracurricular activities, field trips or on or off-campus activities;

A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;

Providing an escort to ensure that the student can move safely between school programs and activities;

Transportation accommodations; and

Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

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

Providing an effective escort to ensure that the complainant can move safely between classes and activities;

Ensuring the complainant and perpetrator do not share classes or extracurricular activities;

Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;

Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;

Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and

Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

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

Training or retraining school employees on the school’s responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;

Developing materials on sexual harassment, which should be distributed to all staff and students;

Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;

Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;

Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;

Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);

When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.

For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. INVESTIGATIONS

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

The School, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias.

The School may choose an outside investigator, School employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

The burden of gathering evidence and burden of proof must remain on the School, not on the parties.

The School must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.

The School must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).

Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.

The School shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.

The School shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 calendar days for the parties to inspect, review, and respond to the evidence.

The School shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 calendar days for the parties to respond.

The School shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the School's Title IX policy or did not occur in a school's education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the School from addressing the conduct in any manner the school deems appropriate.

The School may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

The School shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.

The School may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.

The School shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless the School obtains the party's voluntary, written consent to do so.

K. DECISION-MAKER

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

Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

Use the preponderance of the evidence standard in reaching her/his decision.

Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.

After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide

each party with the answers, and allow for additional, limited follow-up questions from each party.

Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.

The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

ATTACHMENT B:

Title IX Grievance Procedure

GRIEVANCE PROCESS

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

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

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) school days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of the School. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

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

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

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

Procedural irregularity that affected the outcome of the matter

Newly discovered evidence that could affect the outcome of the matter, and/or

1. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

INFORMAL RESOLUTION PROCESS FOR STUDENTS

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

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

POLICY APPLICATION

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

ATTACHMENT C:

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

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

Definitions:

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

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

"Cyber-bullying and cyber-harassment" are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

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

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

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

A student or volunteer who has witnessed or has reliable information that a student or school

employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting

Mandatory Reporting by School Employee: Any employee or volunteer who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to _____.

An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

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

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

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

Investigation of Reports

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

Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated at the discretion of school officials; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

ATTACHMENT D:

Cellular Phones and other Wireless Communication Devices Policy

Section 1. Overview

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

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

Section 2. Exceptions

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

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

Section 3. Procedures

If students bring cell phones or other electronic devices to school, they must be turned off and put away prior to arrival. For students in grades K-5, all cell phones and electronic devices must be stored in the student's backpack and must not be removed. For students in grades 6th – 8th, all cell phones and electronic devices will be collected during homeroom, stored in a locked cabinet, and handed out before dismissal each school day. 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.

Section 4. Consequences

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

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

Section 5. Implementation and Training

The CEO or their designee shall develop procedures to implement this policy, including how to confiscate wireless communication devices if necessary. The school is not responsible for lost, damaged, or stolen devices. All staff members shall receive training annually on this policy and its enforcement.

Section 6. Communication

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

Section 7. Legal Authority

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