

Raleigh Oak Charter School

Student and Parent Handbook

**Disclaimer:**

This Parent and Student Handbook is currently under review and is considered a draft. Policies, procedures, and guidelines outlined within are subject to change as we finalize updates. Raleigh Oak Charter School reserves the right to make revisions as needed. A finalized version will be provided once the review process is complete.

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ROCS Essentials

We are a dynamic learning community where faculty and staff work closely with every child and their family to support and exceed both academic and personal growth goals. We believe every child deserves a safe, joyful, and culturally affirming space that nurtures their whole self. We champion individuality, kindness for self and others, and a deep appreciation for nature. Through hands-on learning and meaningful rigor, we cultivate academically strong, socially conscious individuals prepared to make impactful contributions to their world.

Our Academic Programs:

Lower School- The Acorns (Grades K-5)

Our lower school program builds strong foundational skills across all academic areas while fostering confidence and curiosity. Our nature-focused, and arts-integrated education supports each child's unique growth and development. Together, we cultivate a love of learning and a culture of joy at school.

Upper School- The Oaks (Grades 6-8)

Our middle school program emphasizes project-based and experiential learning, incorporating critical thinking, art and hands-on experiences to inspire innovative, community-centered leaders. This approach equips students with the skills and knowledge necessary for a strong transition to high school

Public Waldorf Education at Raleigh Oak

Raleigh Oak is a Public Waldorf Charter School guided by the core principles of Public Waldorf Education. According to the Alliance for Public Waldorf Education, *“The Core Principles ensure that Public Waldorf education is ever-evolving, and continuously renewed through practice, research, observation, and active reflection.”* Below are the Public Waldorf Core principles and how Raleigh Oak Charter School embodies them through best practices.

1. ***Image of the Human Being:*** Public Waldorf education is founded on a coherent image of the developing human being.

Raleigh Oak is committed to cultivating the development of the whole child.	
Emotional Development	• Morning Circle or Morning Meeting • Verses • Journaling • Storytelling & Puppetry • Imaginative Play • Dramatic Play / Class Plays • Artistic Expression • Self-Awareness, Self Esteem, Self-Regulation
Social Development	• Morning Circle or Morning Meeting • Social & Pedagogical Stories • Empathy • Social Skills • Dramatic Play / Class Plays
Intellectual Development	• Storytelling • Speech Work • Biographies & Narratives • Project Based Learning • Multidisciplinary Lessons • Goal Based & Mindful Assignments • Block Books
Physical Development	• Daily Rhythm Work • Outdoor Play • Movement Specials
Cultural Development	• Curriculum: Windows, Mirrors, Sliding Doors • Celebrations • Festivals • Culturally Affirming Education • Cultural Immersion • World Languages
Moral & Spiritual Development	• Story Telling • Administration, Faculty, & Staff Modeling • Class Meetings & Discussions • Projects • Community Service • Connection to Nature and the Earth

2. ***Child Development:*** An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

Grade	Developmental Themes	Curriculum
Kindergarten	<i>Whole Child Development</i>	Nursery Rhymes, Nature Stories, Letter Stories, Number Stories, Daily Living Skills, Play
Grade One	<i>Fantasy & Imagination</i>	Fairy Tales
Grade Two	<i>Duality, Right & Wrong, Good & Bad</i>	Fables, Saints, & Heroes
Grade Three	<i>Grounding & Providing for Oneself</i>	Old Testament, Creation Stories, Farming, Shelters
Grade Four	<i>Find One's Place in the World</i>	Norse Mythology, Indigenous US Mythology, Geography
Grade Five	<i>Transition (Myth to History)</i>	Ancient Civilizations & Mythology
Grade Six	<i>Cause & Effect in the World</i>	Ancient Rome, History of Religions, Medieval History
Grade Seven	<i>Age of Exploration & Self Awareness</i>	Renaissance, Anatomy
Grade Eight	<i>Stepping into the World & Finding One's Place</i>	Revolutions

3. ***Social Change Through Education:*** Public Waldorf schools seek to be agents of positive social change through the development of each individual and through the community life of the school.

Raleigh Oak Charter promotes empathy, respect, awareness, and social responsibility. We practice kindness for self, others, & the earth	
Thinking, Feeling, and Willing Balance	Education the Head, Heart, Hands
Self-Awareness	Personal development through social emotional learning, storytelling, and daily self-reflection
Social Awareness & Competence	Whole child approach to teaching how to understand the identities, perspectives, experiences, feelings, thoughts, and needs of others within their personal, school, and world community
Closing the Intention & Impact Gap	The work done to ensure that one's intention is accurately presented and understood in order to have a conscious and meaningful impact on others.
Community Engagement & Service	Students, Administration, Staff, Faculty, and Families coming together to celebrate with and provide support to the community.
Care of nature and the planet	Understanding, appreciating, caring for the natural world and planet

4. ***Human Relationships:*** Public Waldorf Schools foster a culture of healthy relationships

Child & Class	● Singing ● Cooperative Games ● Group Projects ● Social Emotional Learning
Colleagues	● Team Building ● Professional Development ● Professional Learning Communities
Entire Community	● Class Meet Ups ● Adult Meet Ups ● Whole Community Meet Ups ● Festivals ● Holidays ● Faires ● Parent / Adult Education ● Volunteer Activities ● Curriculum & Community Nights

5. ***Access and Diversity:*** Public Waldorf Schools work to increase diversity and access to all sectors of society.

Raleigh Oak is dedicated to creating a space where people of all families, races, nationalities, ethnicities, abilities, neurotypes, religions, socioeconomic backgrounds, sexual orientations, genders, and gender identities feel safe, respected, and valued. We believe that diverse, equitable, and inclusive communities are stronger, safer, healthier, happier, and necessary.
● Curriculum, Students, and Faculty reflects the local community ● Multicultural Education: traditions, histories, art, music, stories & books, and activities ● Educational Equity ● Inclusive Language ● Culturally Responsive Teaching ● Culturally Affirming Lessons and Curriculum ● Strong Exceptional Children's Department and Intervention Team ● Community Collaboration, Celebrations, and Festivals

6. ***Collaborative Leadership:*** *School leadership is conducted through shared responsibilities within established legal structures*

Raleigh Oak is committed to working collegially and collaboratively across the school and community to cultivate supportive relationships, effective leadership consequential action, accountability, and over all best practices.	
Students	● Class Jobs and Responsibilities ● Head, Heart, Hands Club ● Safety Patrol ● School Culbs
Faculty & Staff	● Committee Work ● Professional Learning Communities
Leadership Team	● Committee Work ● Professional Development ● Professional Learning Communities ● School Planning ● Student Support
Administration	● Committee Work ● Professional Development ● Professional Learning Communities ● School Planning ● Student Support ● Faculty & Staff Support ● Teacher Observations and Feedback
Board	● Governance ● Committee Work

7. ***Schools as Learning Communities:*** Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Raleigh Oak Administration, Faculty, and Staff embodies a love of learning through on-going personal, professional, school, and community development.	
Student Data & Observations	● Self-Reflections ● Peer Observations ● Teacher Observations ● Collaborative Work ● Formative and Summative Assessments
Educational Process and School-Wide Development	● Waldorf Education PD ● A+ Training ● Conscious Discipline ● Professional Learning Communities ● Committee Work
Peer Review	● Team Planning ● Team Feedback ● Pedagogical Chair Feedback ● Support Staff Feedback ● Administration Feedback
Artistic Activity	● Speech Work ● Singing ● Painting ● Drawing ● Cooperative & Therapeutic Games
Research	● Human Development ● Educational Best Practices ● Waldorf Education & Pedagogy ● Culturally Affirming Education

ROCS Governance

Board of Directors

ROCS is a non-profit organization governed by a Board of Directors. The primary responsibilities of the Board include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. The Board meets monthly, and information regarding meeting times is available on ROCS's website. All board meetings are open to the public, and the agenda for each meeting is posted on ROCS's website three days in advance of all regularly scheduled meetings. Public comments are allowed at board meetings, and details regarding making public comments are available on ROCS's website.

Non-Discrimination

Equal Education Opportunities

ROCS provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school. The school will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities. ROCS adheres to the legal obligations and requirements under all state and federal laws, including without limitation, 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.

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

1. the principal or assistant principal;
2. an immediate supervisor if the individual making the complaint is an employee;
3. the *Title IX coordinator*, _____ for claims of sex discrimination or sexual harassment (see Title for contact information);
4. the *Section 504 Coordinator*, _____, for claims of disability discrimination; or
5. for claims of other forms of prohibited discrimination, _____.

Compliance with Other Laws

ROCS 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. ROCS 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 ROCS except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations.

ROCS Campus Expectation Policy

ROCS Community Expectations & Commitment to Partnership

At Raleigh Oak Charter School (ROCS), we deeply value the collaborative relationship between families and the school. Our educational approach is rooted in partnership, recognizing that a child's growth and success thrive when parents, teachers, and the school community work together with mutual trust and respect.

We are fortunate to have a supportive and engaged parent community, and we appreciate the commitment families have made in entrusting us with their child's education. As we continue to foster an environment of mutual respect, collaboration, and open communication, we ask all parents, guardians, and visitors to uphold shared expectations that allow our school to flourish.

Community Expectations

To maintain a positive, safe and productive school environment, we ask that all members of the ROCS community:

- **Respect the caring spirit of ROCS** and uphold our values in all interactions.
- **Recognize that student success depends on a strong school-family partnership.** Open collaboration between parents and educators is key to supporting each child's growth.
- **Model respectful communication** in speech and actions, demonstrating to students how to engage constructively with others.
- **Utilize ROCS communication channels** (school apps, email, and meetings) to ensure clear, effective, and solution-oriented dialogue with teachers, staff, and administration.
- **Approach concerns with an open mind**, seeking resolution through respectful discussion and understanding.

By working together in a spirit of partnership, we can create a **nurturing and enriching educational experience** for all students. Thank you for being an integral part of the ROCS community!

ROCS Code of Conduct for Parents, Guardians, and Visitors

To maintain a **peaceful, safe, and respectful** environment at Raleigh Oak Charter School (ROCS), we expect all parents, guardians, and visitors to uphold the values of our community. The following behaviors **will not be tolerated** as they disrupt the learning environment and compromise the well-being of our students, staff, and families:

- **Disruptive or threatening behavior** that interferes with classrooms, school events, meetings, field trips, car line procedures, or any area of the school, including online spaces such as social media.
- **Inappropriate language or actions**, including loud, offensive, profane, or aggressive speech, as well as verbal outbursts of temper displays.
- **Threats or acts of harm** toward ROCS staff, board members, visitors, students, or fellow parents, whether verbal or physical.
- **Vandalism or destruction of school property.**
- **Harassing or abusive communication** in any form, including emails, texts, voicemails, or social media messages.
- **Defamatory, offensive, or inappropriate online comments** about ROCS, students, staff, or families. Concerns should be addressed through appropriate school channels to ensure fair and effective

resolution.

- **Physical aggression** toward any adult or child, including any form of physical punishment on ROCS premises.
- **Confronting another child about a conflict** instead of addressing concerns with school staff. Directly approaching another child in a disciplinary manner may have legal consequences.
- **Bringing weapons, smoking, or consuming alcohol or drugs** on school grounds, or school sponsored events.
- **Bringing animals on school premises without permission**, except for service animals.

Social Media & Defamation

The Board of Directors encourages parents and students to voice their concerns. It's important that any concerns you may have be made through appropriate channels as set forth in the student/parent handbook which includes speaking to the class teacher, the principal or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. We consider the use of social media websites used to fuel campaigns and complaints against ROCS, board, staff, students, and in some cases other parents not in the best interests of the children or the whole ROCS community.

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

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

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

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

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

Parents or visitors that receive consequences based on their behavior shall follow ROCS's grievance process as set out in the student/parent handbook or any other policy established by ROCS. Students engaged in such activity will be addressed in accordance with ROCS's student handbook.

We trust that parents/guardians and visitors will assist ROCS with the implementation of this policy, and we thank you for your continuing support of ROCS.

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

Parent and Family Engagement Under Title I

At Raleigh Oak Charter School (ROCS), we recognize the vital role that parents and families play in student success. As a public charter school, ROCS receives **Title I funding**, a federal program designed to support schools serving students with economic need. The goal of **Title I** is to ensure that all students have access to a **high-quality, equitable education**. A key requirement of the program is **parent and family engagement**, which strengthens the partnership between families and schools to support student achievement.

How ROCS Supports Parent & Family Engagement

- **Quarterly Parent-Teacher Conferences:** Parents receive detailed updates on their child's academic progress and learn strategies to support their learning at home. Conferences are available both in person and online, with additional schoolwide updates provided by administration.
- **Consistent School Communication:** ROCS sends a **weekly email newsletter** and regularly updates families through the school website, mobile apps, and social media to share important announcements, event details, and school news.
- **Staff Commitment to Family Engagement:** Teachers and staff follow the **ROCS Communication Policy**, ensuring regular and effective communication with families. They also engage parents in **schoolwide events, volunteer opportunities, and classroom activities** to strengthen school-community connections.
- **Annual Title I Parent Meeting:** Each year, ROCS holds a **dedicated Title I meeting** to share important program information and discuss ways parents can stay actively involved in their child's education.

At ROCS, we are fortunate to have a **highly engaged parent community**. Through ongoing collaboration, communication, and shared responsibility, we ensure that every student receives the **support and resources** needed to thrive.

ROCS Media, Logo, and Brand Usage Policy

All media, materials, and communications utilizing the **Raleigh Oak Charter School (ROCS) name, logo, mascot, or any other branding elements** must receive **prior approval from the Executive Director** and, when applicable, the **ROCS Board of Directors**. Any officially approved use should be directly connected to **ROCS's official website and communication channels** to maintain brand integrity and consistency.

Misuse of the ROCS Brand

Misuse of the **ROCS name, logo, or brand materials** includes, but is not limited to:

- **Creating and naming unofficial social media groups, pages, or online communities** that use "ROCS," "Raleigh Oak Charter School," or any variation of the school name without approval.
- **Reproducing, modifying, or distributing the ROCS logo, mascot, or any other official school branding** without explicit permission.
- **Using ROCS branding on flyers, promotional materials, or merchandise** without prior authorization.
- **Implying affiliation with, or speaking on behalf of ROCS**, without approval from school leadership.

Consequences of Brand Misuse

Unauthorized use of **ROCS branding, logos, or materials** may result in the requirement to **remove or discontinue use immediately**. Additionally, misuse of the ROCS brand—especially in ways that misrepresent the school, cause confusion, or violate intellectual property laws—**may result in legal action**.

If you wish to use any school branding for an event, project, or initiative, please submit a request to the **Executive Director** for review and approval

Academics & Curriculum

Promotion and Retention Policy and Academic Standards

All students will be expected to master the grade level material each year. The teachers at ROCS will be responsible for assessing each student throughout the school year in order to track their progress towards mastery. All data, work samples and other pieces of academic evidence will be kept in each student's individual student portfolio. If a teacher has a concern about a student's academic progress or behavior they will bring the concern directly to the Student Assistance Team, which is called the Multi-Tiered System Support (MTSS) Team. The MTSS Team includes the Executive Director, ROCS Counselor, the MTSS Director, the Exceptional Children's Director and the grade level Principal. The MTSS Team will discuss the teachers concern and will then create an intervention plan. The teacher will communicate the details of the plan with the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the MTSS Director by following the required steps. If necessary, the teacher, parent, student and MTSS Director will meet to discuss the details of the student's academic progress and an additional intervention plan will be put in place. Any student being considered for retention must have already been referred to the MTSS Team. At the end of the school year the Executive Director will review all of the data in the students file and a final decision will be made about the promotion or retention of the student.

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

State Testing

All ROCS students in grades 3-8th will take the North Carolina required state tests. These tests include the following:

3rd Grade

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

4th Grade

- Reading EOG
- Math EOG

5th Grade

- Reading EOG
- Math EOG
- Science EOG

6th & 7th Grade

- Reading EOG
- Math EOG

8th Grade

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

ESL Students Only (Grades K-12)

- ACCESS

Withdrawal Procedures

If a parent would like to withdraw their child from ROCS, they should fill out the online Student Withdrawal Form or the Paper Student Withdrawal Form. Parents are required to list their student's next school on the form at the time of withdrawal. If the student will be homeschooled, the state issued homeschool identification number must be provided for the student to be withdrawn. A records request for one of our current students from a new school can be considered a request for withdrawal and if a records request is received the records will be sent and that student will be withdrawn from ROCS.

Student Files

ROCS adheres to all federal laws relating to maintaining student files. The following information regarding The Family Educational Rights and Privacy Act (FERPA) comes from the US Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

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 he or she 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, which they believe to be inaccurate or misleading. If ROCS decides not to amend the record, the parent or eligible student then 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, ROCS 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 ROCS 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.

Right to Know Under the Every Student Succeeds Act

Parents of students have the right to know the professional qualifications of ROCS's classroom teachers. Parents can ask for certain information about their child's classroom teachers, and ROCS will give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers and ROCS:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees

- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications
- ROCS Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- The Title I Parent Involvement Plan and School Parent Involvement Plan
- School Report Card

The Protection of Pupil Rights Amendment

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

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

ROCS has developed and adopted policies regarding these rights, as well as arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ROCS will directly notify parents of these policies at the beginning of each school year and after any substantive changes. ROCS will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Students Handbook at the start of each school year

of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Exceptional Children

The **ROCS Department of Exceptional Children** is committed to ensuring that students with unique learning needs receive a **high-quality, inclusive education** that supports their **academic, social, emotional, and functional growth**. Our mission is to **educate, support, and advocate** for students with diverse abilities, empowering them to reach their full potential.

ROCS provides a **Free Appropriate Public Education (FAPE)** in the **least restrictive environment (LRE)** for all students with individualized learning needs through the **Individualized Education Program (IEP) process**.

ROCS Department of Exceptional Children Point of Contact: Breonna Gaines, Director
bgaines@raleighoakcharter.org.

Child Find

ROCS participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services. ROCS informs parents and/or guardians of the services available from ROCS as well other state and community agencies. The children who qualify for these services have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. ROCS identifies these students through our Multi-Tiered System of Support (MTSS) as well as from parent and teacher referrals and provides the following help:

- A complete evaluation, and if appropriate and within the guidelines of eligibility in NC, eligibility in one of the 14 disabling conditions
- An Individualized Education Program for children with a disability
- A referral to other agencies when needed.

Grading at ROCS

The long-term success of our students at ROCS is of the utmost importance to us as a ROCS. In keeping with our mission to develop productive citizens that take responsibility for their future, our grading policy requires student accountability. We believe that our students should be expected to put forth their very best effort in the classroom every day. For consistency and fairness within the school, we believe it is essential to have a clear set of grading expectations clearly understood by students, teachers, administrators and parents. Each grade level will communicate their grading policy to the students and parents at the beginning of the year.

Day to Day Operations and Procedures

Attendance

At ROCS, consistent attendance is essential to the learning process, and we encourage students to be present every day. When absences occur, students are responsible for collecting and completing any missed work. Parents or students may arrange to pick up assignments after the student returns to school.

Excused Absences

In accordance with North Carolina state law, absences will be excused for the following reasons:

- Illness or injury
- Quarantine
- Death of an immediate family member
- Medical or dental appointments (requires a note from the provider)
- Court proceedings
- Religious observances
- Inclement weather

To be excused, absences must be documented. Please notify the school of your child's absence by emailing attendance@raleighoakcharter.org by 9:00 AM. If a student has frequent absences due to illness or injury, the school may require a doctor's note for future absences to be excused. This requirement will be recorded in PowerSchool.

Unexcused Absences

Absences will be marked as unexcused if:

- The reason for the absence does not meet the excused criteria
- Proper documentation is not provided within **7 days** of the absence

Unexcused absences will be addressed according to school policy.

Number of Absences	Follow Up
Seven (7)	Communication from the office
Ten (10)	Communication from the office
Fifteen (15)	Meeting with Administration
Twenty (20)	Meeting with teacher, School Counselor and Executive Director

Any student with 20 or more absences in any class in a school year is subject to failure of that course or grade level. If the grade level Principal determines that retention or failure of a course is necessary based on attendance, the parent/guardian and student will be notified in writing.

Students will be considered present for the day according to the following times depending upon their grade level:

Grades K-8 – Arrive before 12PM or leave for early dismissal after 12PM

North Carolina McKinney-Vento Act

The North Carolina McKinney-Vento Act ensures that students experiencing homelessness or unstable housing have the right to a stable education without barriers related to attendance, enrollment, or transportation. This law provides protections and support to ensure that students can continue attending school, even if they lack a permanent residence. If a family finds themselves in this situation, they should immediately contact the school counselor, who can provide resources, assistance, and help coordinate a plan with the child's teachers and support staff to ensure continuity in their education.

For more information on this Act please refer to the page 50 or contact our school counselor.

Electronic Assignment Submission Policy

Electronic Assignment (EA) Submission Policy

ROCS has two Electronic Assignment (EA) Submission Policy arrangements:

- **EA1:** Allows students to submit assignments electronically to be counted as present when absent during the headcount period. This option is only permitted with **administrative approval**.
- **EA2:** Applies when students submit work due to **inclement weather or school-related closures** as determined by the school.

Both policies follow the same submission process:

Submission Process:

1. **Parent Notification** – Parents must inform the teacher of the student's absence via email.
2. **Assignment Distribution** – Teachers will provide assignments that can be completed independently and submitted electronically.
3. **Submission Deadline** – Completed assignments must be emailed to the teacher **before the student returns** from their absence, in the format designated by the teacher.
4. **Attendance Confirmation** – Teachers will confirm receipt of the assignment and mark the student as present for attendance purposes.
5. **Official Attendance Recording** – Teachers will use a **virtual attendance code** to reflect the student's participation.
6. **Absence Documentation** – Parents must still follow the standard absence reporting process.

This policy ensures that students remain engaged in learning even when they are unable to be physically present at school.

Classroom Interruptions

Every minute of instructional time is valuable at ROCS so we do not allow class time to be interrupted for any reason. If you need to speak to your child's teacher you must make an appointment ahead of time. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit.

Tardy/Early Dismissal Procedures

Late Arrival & Early Dismissal Policy

Late Arrival to School

Students are expected to arrive on time and be in their classrooms by **9:00 AM**. Any student arriving after this time is considered **tardy**.

- Tardies are **only excused** for medical or dental appointments or court-ordered attendance at a legal proceeding.
- **Documentation** from the medical provider or court must be submitted within **48 hours** for the tardy to be excused.
- **Tardies due to illness** will only be excused with **written parent communication** via email to attendance@raleighoakcharter.org or by contacting Ms. Cooper in the office.

Early Dismissal from School

Early dismissals should be minimized as they disrupt instruction. To avoid disruptions to carpool and end-of-day routines, early dismissals should take place before 2:30 PM whenever possible. Dismissals between 2:30 PM – 3:15 PM may be delayed due to the dismissal process.

If an early dismissal is necessary:

- Early dismissals are **only excused** for medical or dental appointments or court-ordered attendance at a legal proceeding.
- Documentation from the medical provider or court must be submitted within **48 hours** for the early dismissal to be excused.
- Early dismissals due to illness will only be excused with **written parent communication** via email to attendance@raleighoakcharter.org.
- **To avoid disruptions to carpool and end-of-day routines, early dismissals should take place before 2:30 PM whenever possible. Dismissals between 2:30 PM – 3:15 PM may be delayed due to the dismissal process.**

General Guidelines for Early Dismissal

- Parents should notify the teacher in advance if an early pickup is needed.
- Students must be **signed out in the main office** before leaving.
- **Only authorized individuals** may pick up students. If someone **not listed** as an authorized adult needs to pick up a student, a **written and signed note** from the parent/guardian is required.
- **Proof of identity is required** for all student pickups.

To support student learning, we strongly encourage scheduling appointments outside of school hours whenever possible.

Make-Up Work for Absences

Make-Up Work Policy

Students are responsible for making up all missed work during absences. Work must be completed according to the course syllabus unless a teacher or administrator grants an extension due to extenuating circumstances.

- **Lower School:** A parent or guardian is responsible for initiating and submitting missed work.
- **Upper School:** Students are responsible for determining which assignments, quizzes, and exams were missed and completing them within the designated timeframe. Teachers will assist by providing necessary materials and support.

Students absent due to suspension will have the opportunity to complete missed work and exams.

All make-up work must be completed within **three days** of returning to school. Detailed guidelines can be found in each course syllabus.

School Hours

Drop off- 8:30 AM - 9:00 PM
School hours- 9:00-3:15 PM
Pick up- 3:15-3:45

Before and Aftercare Hours
Drop-Off: 7:00 AM
Pick up- 6:00 PM

Before & Aftercare Program (BAC)

The Before and Aftercare (BAC) program at Raleigh Oak Charter School is managed in-house by ROCS Faculty, staff and approved volunteers..

- Before Care: Available Monday–Friday from 7:00 AM to 8:30 AM
- After Care: Available Monday–Friday from 3:30 PM to 6:00 PM
- Flexible Options: Part-time and drop-in options are available.

BAC Program Schedule

The BAC (Before and After Care) program follows the Raleigh Oak Charter School calendar. Please note the following:

- ☐ No Aftercare will be provided on half days, early school closures, or in the event of weather-related closures or school-related evacuations.

For the latest information on fees, guidelines, and program details, please visit our website and navigate to the Before & Aftercare (BAC) tab. For further inquiries, contact our BAC Director, Maria Campagna, at BAC@raleighoakcharter.org.

Arrival and Dismissal

Arrival Procedures

Car Riders

- Students **may not be dropped off before 8:30 AM** unless attending Before School Care or scheduled tutoring.
- All car riders **must** be dropped off in the designated carpool line.
- Authorized walkers must enter through the **main entrance** of the school.

Walkers

- Only students who **live in the neighborhood across the street** from the school are considered walkers.
- Parents are responsible for their child's safety until they arrive on campus.

Early Arrivals: Any K-8 student arriving between **7:00 AM and 8:20 AM** will be sent to Before School Care, and parents will be charged the **daily rate**.

Dismissal Procedures

- Students must be picked up by an **authorized adult** via the **PikMyKid** app between 3:15 AM - 3:45 PM.
- If someone **not on the authorized pick-up list** is picking up a student, parents must provide written authorization by emailing attendance@raleighoakcharter.org.

Walkers

- Only students who **live in the neighborhood nearest the school** may be designated as walkers.
- Parents must **submit a walker waiver form** (available in the main office) before a student can be released as a walker. **No exceptions will be made without a completed waiver on file.**

Car Line Procedures

Car Line Procedures

Each family will receive **two car line tags** for student pickup. To ensure a smooth and secure process, please follow these guidelines:

- **Car Tags & PikMyKid App:** You **must** have the school-issued carpool tag visible in your car **and** announce your arrival via the **PikMyKid** app.

- **No Tag or App Access Code?** You will be required to park and enter the building with a **state-issued ID** to verify your identity before picking up a student. This policy helps ensure student safety.

Parent Carpool Expectations

To maintain a safe and efficient carpool process, parents must:

- Follow all **traffic laws** and exercise **courtesy** with other drivers.
- **Avoid using cell phones** while the carpool line is in motion.
- Ensure children are **ready to exit quickly**, with belongings easily accessible.
- Have children exit the vehicle **from the right side** for safety.

Third-Party Transportation Providers

- **Approved school transportation companies** may participate in carpool pickup if they have either the **PikMyKid app access or a school-issued car tag**. A child **will not** be released without one..
- **Ride-Sharing Services (Uber, Lyft, etc.):** ROCS **does not** allow students to be picked up by third-party ride-share services. These companies explicitly prohibit minors from riding alone, and the school will turn away such services.
- If an **authorized adult** arrives in a ride-share vehicle, the student **may only be released** if another authorized adult is present at pickup.

ROCS Communication

ROCS is committed to maintaining clear and consistent communication with its school community. Below is our communication plan for the school year:

Official Communication Channels

- All communication will be sent via **email, the Remind app, PikMyKid**, or other authorized electronic platforms.
- **Weekly newsletters** will be sent from both a **school administrator** and your child's **teacher** to keep families informed.

Response Time for Staff

- Emails requiring a response will be returned **within 72 business hours**.
- Phone calls will also be returned **within 72 business hours**.
- For **urgent or time-sensitive** matters, please call the front office and leave a message, as teachers and administrators may not be able to check email during instructional hours.

Social Media & Online Resources

- ROCS **does not** communicate about school matters via **Facebook or other social media platforms**.
- All school-related questions should be addressed **in person, over the phone, via email, or through official school communication apps like Remind**.
- The **ROCS website** is the **primary source of information** for policies, procedures, and school event dates—please check there first for answers.

Student Responsibility in Upper School

- Upper school students are encouraged to **communicate directly with their teachers** about assignments, tests, and grades—either in person or through Canvas messaging.
- Parents should support their child in taking **personal responsibility** for their learning.

Guidelines for Parent Communication with Staff

- Parents should **only** communicate with ROCS staff via **school email, the Remind app, phone, or in person**.
- **Direct text messaging to staff is not permitted**.
- To support a **healthy work-life balance**, parents are asked **not** to contact staff late at night or on weekends.

ROCS appreciates your partnership in maintaining effective and respectful communication!

-

ROCS Directory

The ROCS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If a parent would prefer that ROCS not release directory information about his/her student, s/he must inform the Executive Director in writing.

Lunch and Snack Guidelines

ROCS Lunch & Snack Policy

ROCS is currently in the process of applying for the **federal school lunch program**. Until then, families are responsible for providing their child's **lunch and snacks** each day.

Daily Meal Expectations

- Pack **two snacks, a lunch, and a reusable water bottle** daily.
- Label your child's **water bottle and lunchbox** with their name.
- If your child attends **Before or Aftercare**, consider sending extra food items.

Food Ordering & Delivery

- Families may order meals through the **MyHotLunchbox** app.

- **Third-party food delivery services (Uber Eats, DoorDash, etc.) are not permitted** due to varying pickup procedures, which the office staff cannot manage.

Encouraged Nutrition & Restricted Items

- While we do not regulate meal choices, we encourage **nutritious foods** that support learning.
- **Sugary snacks and beverages** can negatively impact a child's school day and are discouraged.
- The following **are not allowed** for snacks or lunch:
 - **Gum**
 - **Candy**
 - **Soda**

Lunch Visits & Special Occasions

- **Parents/guardians are not permitted to join their child for lunch.** A key part of the **Waldorf framework** is fostering independence and community-building during mealtimes.
- Parents may **sign out their child** for lunch but must use designated areas that do not interfere with outdoor programming.
- Occasional **birthday or special event lunches** are allowed but should remain **rare and intentional** to minimize classroom disruptions.

Bringing Celebratory Food to ROCS

Food Guidelines for School Events

- All food brought for school events **must be store-bought and prepackaged**.
- **Homemade food is only allowed for designated potluck events**, which will be explicitly communicated by the school.

Classroom Events

- If outside food is provided for a classroom event, **allergies and dietary restrictions must be considered**.
- Teachers will communicate any necessary accommodations for the class.

Student Celebrations

- Parents **must coordinate** with their child's teacher **at least 48 hours in advance** before sending in birthday snacks or desserts.
- Teachers will provide guidance on **approved food items** based on any dietary restrictions or allergies in the classroom.

Thank you for helping us maintain a safe and inclusive environment for all students!

Student Event and Field Trip Fees/Payments

Field Trip & Event Policies

ROCS hosts **school-sponsored events and field trips** throughout the year. To ensure smooth planning and participation, please follow these guidelines:

RSVP & Payment Requirements

- **RSVP by the designated deadline** for your child to attend.
- **Payment must be made in full by the deadline**—no exceptions.
- If you are having difficulties with paying for a field trip or trip fee please contact your child's teacher.
- Once an RSVP is submitted, **parents are responsible for the full cost** of the trip, even if the student does not attend. **No refunds** will be issued, as the school must prepay for tickets in advance.

Permission & Payment Process

- **Both payment and a signed permission slip** are required for a student to attend.
- Payments can be made via **Venmo** or in **cash at the front office** before the deadline.

ROCS Event Eligibility for Upper School Students

Students may become ineligible to attend school-sponsored events (such as clubs, field trips, overnight trips, dances, athletic games, etc.) if they have received consequences for actions that make them unsuitable for participation or have accumulated more than three specific behavioral write-ups. These events are a privilege, and the school will evaluate a student's conduct and behavior when determining eligibility.

Personal Items

ROCS is not responsible for students' personal items. We ask that students leave non-essential belongings, including toys and any other personal items that may cause distractions, at home. Any items deemed unsafe, inappropriate, or disruptive to the educational environment by staff may be confiscated and held in the office or retained by a staff member until parents retrieve them. These items may also be subject to search. ROCS is not liable for any items that are lost or damaged while in its possession.

Inclement Weather Procedures

The Executive Director is responsible for all decisions regarding school delays or closures due to inclement weather. While we typically follow the guidance of Wake County Public Schools, we are not obligated to do so. Any school closure or delayed opening will be communicated via email to all parents and staff, text through the Remind App, and posted on our website.

In cases where road conditions or the safety of students are a concern, the Executive Director may also call for an early dismissal. Parents should ensure their emergency contact information is up-to-date to receive timely notifications regarding inclement weather delays and other school announcements.

Emergency Data

Every family must provide Emergency Contact Information to the school. Please communicate any changes to the information throughout the year by emailing _____.

Visitors

All visitors to ROCS are required to sign in at the front office upon arrival and wear a visitor tag while on campus. After check-in, visitors will be escorted to their destination. Visitors must adhere to all policies outlined in this handbook at all times.

Volunteers

ROCS welcomes volunteers! Volunteers are an essential part of our ROCS community, and we strongly encourage all families to contribute a set amount of volunteer time each year. Volunteering can take many forms, but every contribution makes a meaningful impact on our small charter school.

All volunteers must follow the guidelines outlined in our Volunteer Policy. If volunteering during school hours, volunteers must sign in at the front office and wear a volunteer badge at all times. They are also expected to follow all school policies in this handbook.

A volunteer is anyone who offers their time and services without compensation on an occasional or regular basis at ROCS or school-related activities. We encourage parents, grandparents, guardians, and community members to get involved. This policy is designed to support volunteers in having a positive and successful experience while maintaining the safety and integrity of our school. Some large group events may have different requirements for participation.

ROCS Volunteer Policy & Best Practices

ROCS values and appreciates the contributions of volunteers in our school community. To ensure a safe, respectful, and productive environment for all students, staff, and volunteers, the following requirements and best practices must be adhered to:

Volunteer Requirements

1. **School Culture & Compliance:**
 - ROCS maintains a **zero-tolerance policy** for discrimination, harassment, or any form of inappropriate behavior. Volunteers must comply with all ROCS policies regarding racial, ethnic, disability, gender discrimination, and sexual harassment.
2. **Background Check & Documentation:**
 - All volunteers must have a background check, including a Sex Offender Registry Check, conducted through ROCS's third-party vendor. This must be completed and on file within the last two calendar years.

- Volunteers must complete, sign, and date the Volunteer Policy and Confidentiality Agreement Acknowledgment before beginning service.
3. **Approval Process:**
- The Executive Director or their designee will formally approve all volunteer applications. Volunteers must be placed on the **Authorized Volunteer List** before participating in school activities.
 - A copy of the **Authorized Volunteer List** will be provided to administrative staff, and only approved individuals may volunteer.
4. **Confidentiality & Background Review:**
- All information collected during the screening process will be kept confidential to the extent allowed by law.
 - The Executive Director or their designee will review all criminal background checks.
 - Individuals with convictions for crimes against children, sex crimes, or serious violent offenses will **not** be permitted to volunteer.
 - If a criminal history is present, the Executive Director will assess whether the individual poses a safety risk or lacks the integrity required to volunteer.
5. **Sign-In & Supervision:**
- Volunteers must report directly to the ROCS office upon arrival and sign in as visitors. A **volunteer badge** must be worn at all times while on campus.
 - Volunteers under 18 years of age must be supervised by an approved adult.
6. **Volunteer Responsibilities & Expectations:**
- Volunteers work **in partnership with and under the supervision of ROCS staff and administration** and must adhere to all school policies and procedures.
 - Volunteers **must maintain confidentiality** regarding any student information they may come across. If a safety concern or emergency arises, it should be reported immediately to school personnel.
 - Personal information acquired while volunteering (such as parent email addresses) **must not** be shared or used for non-volunteer purposes.
 - Volunteers should be **positive role models** and are expected to:
 - Use appropriate language
 - Dress appropriately
 - Discuss age-appropriate topics
 - Maintain professional boundaries by avoiding any physical contact with students that may be deemed inappropriate.
7. **Volunteer Limitations:**
- Volunteers **may not discipline students**. Any behavioral concerns should be reported to a staff member.
 - Volunteers **are not permitted to administer medication** to students.
 - Volunteers **should not bring younger children** (not enrolled at ROCS) while volunteering.
 - Volunteers **may not take students off ROCS property** without written permission from both parents and school personnel.
 - Volunteers should **avoid giving gifts, rewards, or food** to students without staff approval.
8. **Attendance & Commitment:**
- Volunteers are expected to be prompt and reliable. If unable to attend, they should notify the ROCS office as soon as possible.

By adhering to these guidelines, ROCS volunteers help maintain a safe, inclusive, and supportive environment for all students and staff. Thank you for your commitment to our school community!

Parent Concerns

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

Resolution of Student Issues

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

1. Student's Classroom Teacher
2. Grade Level Chair
3. School Administrators (Executive Director and Assistant Director)

Who to Contact

Please visit the **ROCS website** for the most up-to-date contact information and the faculty and staff directory.

Parent/Student Grievance Procedures

Parent/Student Grievance Policy

This policy provides a structured process for addressing parent and student concerns. Open communication is essential, and we encourage parents and students to resolve issues at the appropriate level before escalating further.

- 1. Initial Resolution with the Teacher**
 - Parents and students should first attempt to resolve any classroom-related concerns directly with the teacher. Open and respectful dialogue is the preferred method for addressing disagreements regarding classroom policies or procedures.
- 2. Escalation to the Grade-Level Chair**
 - If the concern remains unresolved after speaking with the teacher, the parent or student may request a meeting with the grade-level chair. This meeting will include the teacher, student, parent, and Principal to facilitate a comprehensive discussion and resolution.
- 3. Meeting with the Administrator**
 - If the issue persists after meeting with the grade-level chair, the parent or student may request a meeting with the Executive Director or Assistant Director to further address their concerns.
- 4. Formal Grievance Process**
 - If the matter remains unresolved after meeting with an administrator and qualifies as a formal grievance (as defined by ROCS policy), the parent or student may initiate the formal grievance procedures outlined below.
 - It is important to note that many concerns can be effectively resolved at the classroom or school administration level without necessitating a formal grievance

Definition of a grievance:

A grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a SCHOOL policy or law/regulation. A grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a ROCS policy, board policy, or law/regulation, including Title VI. Complaints under Title IX, IDEA, Section 504 and those pertaining to student discipline are not grievances and this policy does not apply to such complaints. Please refer to ROCS's policies and procedures for those matters.

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

The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating ROCS policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The 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 Head of ROCS and to the Chair of the Board of Directors. If the Head of ROCS 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: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. The Board has a right to designate a Board Panel rather than the full board to address the grievance. The Board also has the right to solicit additional information in reviewing the grievance. The Board or Board panel will generally review the grievance at the next regularly scheduled board meeting provided such meeting is at least ten days after the date the grievance was received by the Board. The Board or Board Panel has the right to decide that it needs additional time to consider the grievance or gather information, and it may defer its decision and schedule another meeting. If the Board (or Board panel) considers the matter should be heard, the parties will be called to meet with the Board or Board panel. At that meeting the Board or Board panel will make a decision on how to handle the grievance. When the Board or Board panel reaches a decision, the decision will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Technology Use at ROCS

ROCS Technology Use Statement

At Raleigh Oak Charter School, we believe in the **intentional and purposeful use of technology** to enhance learning while prioritizing hands-on, experiential, and collaborative educational experiences.

Our approach ensures that technology serves as a **supplemental tool** rather than a primary mode of instruction, fostering deep learning, personal connections, and real-world problem-solving skills.

- **Lower School (Grades K-5):** Technology use is minimal and primarily reserved for scheduled assessments. Students rarely, if ever, engage with technology as part of their daily instruction.
- **Upper School (Grades 6-8):** While students may use technology for specific projects or assignments aligned with North Carolina course standards, overall access remains limited. Our curriculum emphasizes critical thinking, creativity, and meaningful engagement with learning materials, reducing reliance on screens during the school day

Video Monitoring

ROCS Video Monitoring & Surveillance Policy

ROCS recognizes the need for video monitoring to maintain campus security, enhance student and staff safety, and support the enforcement of school policies.

Video surveillance may be used in ROCS buildings and on school grounds; however, cameras will not be placed in areas where there is a reasonable expectation of privacy, such as locker rooms, changing areas, health/nursing rooms, or restrooms.

Use of Video Recordings

- Video recordings will be used exclusively for official ROCS business.
- Recordings of student actions may be reviewed by administrators or the Board as evidence in disciplinary matters.
- Video surveillance will not be used for instructional observations of staff. However, this does not prohibit other approved methods of recording lessons for instructional purposes.
- Recordings may be reviewed to determine adherence to school policies and rules.
- Footage may be used to detect or deter criminal activity and may be shared with law enforcement when necessary.
- Video recordings will only be released in accordance with applicable state and federal laws.

Personal Electronics & Cell Phones

Policy Overview:

- No student may use a personal electronic device during the school day.
- Smartwatches are not permitted under our electronics policy because they have many of the same functions as cell phones, including messaging, calls, and notifications, which can be distracting during the school day. Since they allow for real-time communication and app access, they will be treated as cell phones if brought to school. Digital watches that do not require the internet are allowed.
- The school **is not responsible** for lost, stolen, or damaged personal devices.

Policy Enforcement:

Level 1:

- A teacher will issue a warning and instruct the student to put their device away.
- If the student is asked a second time, they must turn in their device.
- The teacher will seal the device in an envelope and give it to an on-call administrator.
- The device will be held until the end of the day. **For any subsequent violations, a parent or guardian must pick up the device.**

Level 2:

- If a student refuses to surrender their device to a staff member or administrator, a parent will be contacted.
- The parent will be given the opportunity to instruct their child to comply.
- If the student still refuses, a parent or guardian will need to pick up their child from school.

Level 3:

- If a student's device is confiscated **three or more times**, a **parent conference** will be required.
- The student may also be placed on an **electronic device drop-off protocol**, requiring them to place their phone in a protective case at drop-off and retrieve it at dismissal in the presence of a parent/guardian.

Why This Policy Benefits Our Students

Research consistently shows that excessive use of electronic devices negatively impacts student learning, attention, and well-being. By enforcing this policy, we are prioritizing:

1. **Minimizing Distractions & Classroom Disruptions**
 - Studies show that even having a phone nearby reduces attention span and cognitive performance. Keeping devices away helps students focus on learning.
2. **Reducing Anxiety & Supporting Mental Health**
 - Limiting phone use decreases exposure to social media and texting during the school day, helping to reduce stress, anxiety, and peer-related distractions.
3. **Encouraging Positive Social Interactions**

- When students are not on their phones, they engage more with peers, build friendships, and contribute to a positive school culture.
- 4. **Enhancing Safety & Security**
 - In school emergencies, best practices suggest that unrestricted cell phone use *can actually cause more harm than good* by spreading misinformation and interfering with safety procedures.
- 5. **Developing Healthy Digital Habits**
 - Teaching students **when to unplug** is part of digital literacy. Our goal is to help students establish a balanced relationship with technology.
- 6. **Preventing Lost or Broken Devices**
 - A misplaced or damaged phone can derail a student's entire day. By limiting use during instructional time, we reduce this disruption.

How Parents Can Help Enforce the Policy

We understand that adjusting to these expectations may take time, and we appreciate your partnership in helping reinforce this policy at home. Here are a few ways you can support:

1. **Read the policy with your child** – Taking the time to review it together ensures they fully understand the expectations and why they are in place.
2. **Be unified in the rationale behind the policy** – Students tend to accept rules more readily when they understand they are designed to prevent **bigger issues** rather than being about **control**. If students see this as a power struggle rather than a safety and wellness measure, they may resist it more.
3. **Make a family decision about phone use** – If you feel your child may struggle with following the expectations, consider keeping their phone at home during school hours or designating specific phone time after school. This can help set clear boundaries and reinforce healthy habits.
4. **Discuss alternative ways to handle emergencies** – The most common concern from students and families is the need for phone access in case of an emergency. Please remind your child that they can **use the school office phone** if they need to contact you during the school day. Additionally, parents may contact the school directly if they need to reach their child. Parents calling their children during the day contributes not only to their distraction, but undermines their teacher's authority in enforcing this policy.

Student Technology Acceptable Use Policy

ROCS Technology Use Policy

ROCS provides students access to its network and technology resources for academic purposes, including creativity, communication, and research. All school-issued technology, including computers, iPads, software, and data, remains the property of ROCS and is intended strictly for educational use. Responsible use is expected, and access is a privilege that may be revoked if abused.

Privacy

ROCS reserves the right to monitor all network activity, including internet use and email communications. Students should not expect privacy when using school technology, whether on or off campus.

Cyberbullying

Cyberbullying—including harassment, threats, or intimidation via email, text, social media, or any online platform—is strictly prohibited, regardless of whether it occurs during school hours or off-campus. Violations will result in disciplinary action.

Appropriate Content & Use

- Accessing or sharing inappropriate, profane, or obscene materials is strictly prohibited. Accidental access should be reported to a teacher immediately.
- Circumventing internet filters (e.g., using VPNs or unauthorized browser extensions) is not allowed.
- Students may not install or download software, apps, or files without permission. Unauthorized installations will be removed, and disciplinary action may follow.

Network & Device Security

- Students must use their assigned login credentials and should not share passwords or log in for others.
- Hacking or attempting to gain unauthorized access to the network is prohibited.
- Students must log off shared devices after use.

Email & Data Sharing

- All emails and files created or stored on school systems are property of ROCS.
- Students may not transfer, email, or AirDrop photos or videos without permission. Violations will be addressed per the school's discipline policy.

Device Expectations

- Students may only use school-issued devices during class with teacher approval for academic purposes.
- Devices must remain in school-provided protective cases. If removal is necessary, approval is required.

Failure to follow this policy may result in restricted technology access and disciplinary consequences.

Internet Safety Policy

It is the policy of ROCS to:

- (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- (b) prevent unauthorized access and other unlawful online activity;
- (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors;
- (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Student Health and Wellness

Prevention and Control of State Reportable Communicable Diseases

Students are excluded from school in cases of certain **reportable** communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school age child is not. This list is available on the website for the North Carolina Department of Health and Human Services Division of Child Development and Early Education and includes the following:

Chickenpox (Varicella): Student is excluded until all blisters have formed scabs.

- **Fever:** The parent/guardian of any student with an oral temperature >100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without medication.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student is unable to be picked up and must remain at school, he/she will remain in the nurse's office until a parent can pick up. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** Student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until physician's approval is given and student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.
- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.
- **Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. Student is allowed to return to school on approval of physician. May return when treatment has begun, has minimal drainage & student is able to keep hands away from eyes.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever free for 36 hours.

If a student has a communicable disease, including HIV/AIDS, hepatitis B, tuberculosis, etc.; the parents are encouraged to notify the school nurse. This information will be kept confidential in accordance to the law.

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

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

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

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

Immunizations

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

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

Kindergarten Required Vaccines

Vaccine	Number Doses Required Before ROCS Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*

Mumps	2 doses*
Rubella	1 dose*
Haemophilus Influenzae type B (Hib)	4 doses*
Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	2 doses*

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

7th Grade Required Vaccines

Adolescents should be up to date on all the vaccines required for kindergarten entry.

In addition:

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

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

Garrett's Law

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

Medication Administration

The needs of students who require medication during school hours to maintain and support their health and well-being during the educational day should be met in a safe and prudent manner.

Rationale

- Implementation of the IDEA (Individuals with Disabilities in Education Act), and amendments since enactment, has led to an increased number of children whose health problems require medication to be given while at school.
- Students with chronic illness may be dependent on routine medications, which enable them to participate more fully in all aspects of school activities and to minimize their absences.
- Students may require the administration of controlled substances during the school day in order to maximize their classroom performance.

- Some students with infections and communicable diseases are able to resume school attendance based on continuation of their medication regimen.

North Carolina State Recommendations

- All medications administered by school personnel during school hours must be prescribed by a licensed health care provider
- All medications administered at school must have a written request/permission signed by the parent or legal guardian
- Students with asthma and/or at risk for anaphylactic allergic reaction, may possess and self-administer medication on school property within certain parameters.

ROCS personnel ***will not administer any medication*** to any student unless they have received the “**School Request for Medication Administration in School**” form properly completed and signed by the doctor. The medication must be received in an appropriately labeled container. To protect your student’s well-being, there will be no exception to this policy. If you have any questions about this policy, or other issues related to the administration of medication in school or during school-sponsored activities, please contact the school nurse. Thank you for your cooperation.

Self-administration of Medications in School

In accordance with North Carolina state law, there are ***limited number*** of health conditions which may require the student to carry medications at all times. These include asthma (inhalers), diabetes (insulin or source of glucose), and severe anaphylactic allergies (EpiPen). In addition, learning to care for one’s health and well-being is an important developmental milestone for all students. Parents should be informed that students who are approved to self-carry medications while at school and during school sponsored activities are independent in the management of their medication with no oversight from school staff.

In order for a student to self-carry a medication, the following ***requirements must be met annually***:

- A. The student’s parent/guardian must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
 - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
 - b. Self-administration of required medications is part of the student’s treatment plan
 - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
 - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student’s parent/guardian must submit a completed “**School Request for Medication Administration in School**” form
- C. The parent/guardian must provide to ROCS backup medication that will be kept in the health office to which the student has immediate access in the even the student does not have the required medication.

- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate “Individualized Health Care Plan” (IHCP) will be completed by the school nurse in partnership with the parent/guardian and student.
- E. The student must demonstrate to the school nurse the knowledge, competence, and skills necessary to self-administer medication.
- F. Students will be required to sign a “**Student Agreement for Self-Carried Medication**” form acknowledging their role in self-carrying as well as a commitment to communicate to school staff when he/she is experiencing difficulty or adverse reactions. The student will agree to keep their medication secure.
- G. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

Food Allergy Policies for Snack and Lunch Time

All students will have two snack breaks on full school days and one on half-days, with snacks eaten in the classroom. Parents are encouraged to provide healthy snack options.

Lunch will be eaten in the classroom or outdoors. A designated area will be available for students with life-threatening allergies as needed.

Sanitation & Hygiene:

- Teachers must clean tables and counters after lunch using school-provided spray. Students are not responsible for this task.
- Teachers and staff must ensure students wash their hands before and after lunch.
- All lunch-related trash must be disposed of in the designated classroom trash can.

Student Discrimination, Harassment and Bullying Policies

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

No student or ROCS employee shall be subjected to bullying or harassing behavior by ROCS employees or students as defined and set forth below. ROCS 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 ROCS’s Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. This includes violations under Title VI. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the corresponding ROCS’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 ROCS 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 appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

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 ROCS for any claim of discrimination, harassment or bullying, including Title VI complaints;

- d. 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. ROCS 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.

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 ROCS regarding the identification, prevention, intervention, and reporting of such anti-social acts. ROCS 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. ROCS strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. ROCS 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, ROCS 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, ROCS 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

ROCS 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, ROCS prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Executive Director or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

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

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a 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 ROCS'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
7. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

C. DEFINITIONS

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

1. Discrimination

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

2. Harassment

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

1. 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)
2. 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)
3. 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 ROCS's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other ROCS policy, including ROCS'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.

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 ROCS's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with ROCS'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 ROCS's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

ROCS's Title IX Coordinator is:

[INSERT CONTACT INFORMATION]

1. 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:

1. 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. ROCS 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.

2. 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 ROCS'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 ROCS publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

3. TITLE IX COORDINATOR

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

4. EVALUATION

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

5. CONFIDENTIALITY

The recipient, whether a ROCS 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 ROCS to provide an environment free of unlawful discrimination or harassment. The Executive Director shall report to the Board all verified cases of unlawful discrimination or harassment under ROCS's Title IX Policy.

6. REPORTING TITLE IX VIOLATIONS

1. For Students:

- a. To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor, grade-level Principal, Executive Director and/or Title IX coordinator immediately and file a complaint.
- b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, grade-level Principal, or Executive Director, as soon as possible and within 24 hours.
- c. If the Executive Director is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.

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

3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

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

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

G. DEFINITIONS

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

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

ROCS 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 ROCS employee, board member, or official with authority to institute corrective measures on ROCS’s behalf, charges ROCS with actual knowledge and triggers ROCS’s response obligations under Title IX.

ROCS 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. ROCS shall also comply with the following mandates:

1. ROCS will offer supportive measures to the person alleged to be the victim (referred to as the “complainant”).
2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
 1. ROCS 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. ROCS 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. ROCS 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).
 5. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in ROCS’s Title IX policy, or the alleged conduct did not occur in ROCS’s education program or activity, against a person in the United States, ROCS must dismiss such allegations for purposes of Title IX. However, ROCS may still address the allegations in any manner ROCS deems appropriate under ROCS’s code of conduct or other policies.
 6. 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.
 7. 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.
 8. 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.
 9. 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.
 10. ROCS’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.

11. 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).
12. 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 ROCS 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. ROCS 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, ROCS will provide the complainant, or their advocate, with a written explanation of the interim measures available at ROCS 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 ROCS 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 ROCS, ROCS will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, ROCS 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. ROCS – 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, ROCS 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, ROCS 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 ROCS 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

ROCS 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.

ROCS, through the Title IX Coordinator or other authorized ROCS 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. ROCS may choose an outside investigator, ROCS employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on ROCS, not on the parties.
2. ROCS must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. ROCS must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag orders").
4. Parties must have the same opportunity to select an advisor of the party's choice who may be, but need not be, an attorney.
5. ROCS shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.

6. ROCS shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. ROCS shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.
8. ROCS shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in ROCS'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 ROCS from addressing the conduct in any manner the school deems appropriate.
9. ROCS 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.
10. ROCS shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. ROCS may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. ROCS shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless ROCS obtains the party's voluntary, written consent to do so.

K. DECISION-MAKER

ROCS, through the Title IX Coordinator or other authorized ROCS official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator, and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

1. Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
2. All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
3. Use the preponderance of the evidence standard in reaching her/his decision.
4. Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
5. After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
6. Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
7. The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

L. GRIEVANCE PROCESS

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

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for ROCS to conduct a thorough investigation. There may also be instances where

ROCS has a legal obligation to report certain information it receives to state or local authorities or to protect the ROCS community.

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of ROCS. 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 ROCS official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

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

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

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
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.

M. INFORMAL RESOLUTION PROCESS FOR STUDENTS

After a formal Complaint is filed, ROCS 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. ROCS 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.

ROCS 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. ROCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. Finally, ROCS may not offer an informal resolution process unless a formal complaint is filed.

N. POLICY APPLICATION

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

McKinney-Vento

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

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

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

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth experiencing homelessness have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local attendance area school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is the parent's, guardian's, or unaccompanied youth's preference. If the school district believes the school selected is not in the student's best interest, then the district must provide the parent, guardian, or unaccompanied youth with a written explanation of its position and inform him/her of the right to appeal its decision.
- Receive transportation to and from the school of origin, if requested by the parent, guardian, or local liaison on behalf of an unaccompanied youth.
- Receive educational services comparable to those provided to other students, according to the student's need.

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

Parent Resources regarding The NC Homeless Education Program (NCHEP) can be found [here](#).

Student Resources regarding the rights of Children experiencing homelessness can be found [here](#).

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

School McKinney-Vento Liaison: Grace Pottorff, School Counselor gpottorff@raleighoakcharter.org

Student Discipline Procedures

Student Code of Conduct

ROCS Approach to Student Behavior & Discipline

At ROCS, we believe in fostering a **positive, respectful, and inclusive learning environment** where students develop self-regulation, social-emotional skills, and a sense of responsibility to their community. Rooted in **Waldorf-inspired education**, our approach prioritizes **the development of the whole child—head, heart, and hands—helping students build the tools to regulate their emotions, solve problems, and act with kindness.**

We recognize that learning these skills is a **developmental process**, and we implement **age-appropriate strategies** to help students navigate behavior challenges in a supportive and constructive way. Our goal is to **guide students toward self-awareness and responsible decision-making**, rather than simply punishing missteps.

Guiding Principles

Our expectations for student behavior are based on the following core values:

- **Respect & Kindness:** Students will treat themselves, their peers, staff, and the school community with courtesy, patience, and empathy.
- **Self-Regulation & Responsibility:** Students will learn to manage their emotions and behavior, recognizing how their actions impact others.
- **Problem-Solving & Growth:** Students will be supported in **resolving conflicts, making amends, and learning from mistakes** through thoughtful reflection.
- **Care for Community:** Students will contribute to a **safe, nurturing, and cooperative school environment**, taking responsibility for shared spaces and materials.

Developmental Approach to Behavior

At ROCS, discipline is about **teaching and guiding** rather than punishing. We understand that **children are still developing self-regulation skills**, and we work proactively to **help them process challenges in a constructive way**. Teachers use **rhythm, structure, and connection** to create a classroom environment that supports positive behavior, while also allowing space for children to learn through experience.

Raleigh Oak Charter School complies with federal guidelines on student disabilities and disciplinary procedures

When behavior challenges arise, we focus on **understanding the underlying needs** and providing strategies that help students:

- Recognize and regulate their emotions
- Develop problem-solving and conflict-resolution skills
- Repair and restore relationships when harm has occurred

- Strengthen their ability to make responsible choices

Support & Intervention Strategies

To support students in meeting behavior expectations, interventions may include:

- **Restorative conversations** to repair harm and rebuild relationships
- **Reflection time** or a mindful break to help students regulate emotions
- **Collaborative problem-solving** between student and teacher
- **Positive behavior agreements** to set goals and strategies for improvement
- **Small group or one-on-one guidance** with an administrator
- **Parental involvement** for reinforcement of expectations at home
- **Limited access to extracurricular activities** when necessary
- **Suspension or alternative consequences** in cases of serious safety concerns

Commitment to Growth & Fairness

We believe that **each child is on a journey toward self-discipline** and that behavior challenges should be met with **understanding, guidance, and clear boundaries**. While progressive discipline is encouraged, some behaviors may require immediate action. In all cases, we consider **the whole child, the context of the behavior, and the best path forward for learning and restoration**.

By working together—students, families, and staff—we strive to **create a community where students feel safe, valued, and empowered to grow into kind, capable, and responsible individuals**.

ROCS Code of Conduct

Purpose & Overview

At ROCS, we are committed to **providing a safe, respectful, and supportive learning environment** where every student can reach their full potential. Our **Code of Conduct** establishes clear expectations for student behavior and promotes a school culture grounded in **mutual respect, responsibility, and integrity**.

The importance of a Code of Conduct is reinforced by **North Carolina state law (G.S. 115C-288)**, which grants school administrators the authority to enforce discipline under **policies adopted by the local board of education (G.S. 115C-390.11 through G.S. 115C-390.12)**.

Our **Code of Conduct** outlines behaviors that disrupt the educational environment and **provides structured consequences** to help students learn from mistakes while maintaining a safe and orderly school community..

Behavior Expectations

ROCS students are expected to:

- Act with **respect, kindness, and integrity** in all school-related interactions.
- Follow **school rules and staff instructions** in classrooms, on school grounds, and during school-sponsored activities.
- Treat school property and the property of others with **care and responsibility**.
- Demonstrate **honesty and accountability** in academic and social situations.
- Contribute to a **positive school environment** where all students feel safe and supported.

Scope of the Code of Conduct

The **Code of Conduct** applies whenever a student's behavior impacts the school community, including:

- **On campus**, during school hours.
- **At school events and activities**, whether on or off school property.
- **During transportation** to and from school-sponsored events.
- **Any situation where student behavior disrupts the educational environment or poses a safety concern.**

Behavior Violations & Consequences

Violations of the **Code of Conduct** are grouped into five levels based on severity. Consequences are assigned accordingly, but **administrators may adjust consequences based on mitigating or aggravating factors**. Repeated violations may result in **progressive discipline** to reinforce behavioral expectations.

Investigation & Parental Notification

- When a violation occurs, school administration will **conduct an investigation** by interviewing students and reviewing relevant information.
- Reasonable efforts will be made to **contact parents** after a violation has been confirmed.
- Students will be informed of any consequences, unless immediate notification poses a risk to school safety.

Student Conflict & Physical Altercations

ROCS expects students to **resolve conflicts peacefully**. Physical altercations are not an acceptable way to handle disagreements.

- **Both students involved in a fight will be held accountable.**
- If a student is **provoked**, they are expected to **walk away and seek help from a school staff member**.

Searches & School Property

- **Lockers, desks, school-issued technology, and other school property remain the property of ROCS** and may be searched at the discretion of school administrators.
- **Students should not expect privacy** in these areas if there is reason to believe a violation has occurred.

Use of Physical Intervention

ROCS **does not permit corporal punishment**. However, school staff may use **reasonable force** when necessary to:

- Stop a disturbance that threatens injury to others.
 - Obtain weapons or dangerous objects.
 - Defend themselves or others from harm.
 - Protect school property.
 - Maintain order in the school environment.
-

Definitions of Disciplinary Actions

- **365-Day Suspension** – A **one-year out-of-school suspension**, the maximum allowed under North Carolina law.
- **After-School Detention** – A **30-45 minute supervised study period** after school dismissal.
- **Aggravating Factors** – **Circumstances that may lead to increased consequences**, such as repeated violations, lying during an investigation, or causing injury.
- **Exclusion** – A **student is no longer allowed to attend ROCS** but may enroll at another school.
- **Expulsion** – A **permanent termination of the student's enrollment**, applicable to students **14 years or older** who pose a **clear threat to school safety**. Expulsion requires a **hearing before the ROCS Board of Directors**.
- **Long-Term Suspension** – An **out-of-school suspension lasting more than 10 consecutive days but less than 365 days**.
- **In-School Suspension (ISS)** – A **structured removal from regular classes** where students remain in a supervised setting on school property.
- **Short-Term Suspension** – An **out-of-school suspension of fewer than 10 consecutive days**.
- **Mitigating Factors** – **Circumstances that may reduce consequences**, such as self-defense, provocation, or a student's disciplinary history.
- **Out-of-School Suspension (OSS)** – A **temporary removal from school grounds, events, and activities** for disciplinary reasons.

General School Policies

Posting or Publishing Student Pictures and Information

ROCS reserves the right to post pictures and images of current and former students on its website, official Facebook page or for any other ROCS purpose. Parents who do not wish to allow ROCS to use their child's picture or image must send a letter to the Executive Director.

Boy Scouts of America Equal Access Act

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

Gender Equity Policy (Title IX)

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

For complaints or grievances regarding discrimination based on gender, please refer to ROCS's Reporting and Grievance Policy.

Admissions and Enrollment Policy

Purpose: This policy is in place to address the process for handling admissions at ROCS. 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 required by North Carolina law.

ROCS is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, ROCS 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 on the basis of ethnicity, national origin, gender, or disability. ROCS will open enrollment on November 1. The open enrollment period will end on February 10. If needed, the lottery will occur in February. The lottery date, time and location will be published on the school's website by January 15th of each year.

Lottery Applications

During the open enrollment period the school will have four available applications. These include the sibling application, the weighted lottery application, the individual application and the family application. No criteria for admission will be used except the completed application. The applications may be completed online through our website ([_____](#)) unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, their grade level for the coming year, student's date of birth, the name of any siblings already enrolled at the school, declaration of the student's residence in the state of North Carolina, confirmation of access to email, parent email address and an indication as to how the family would like their children entered into the lottery. If a student is selected in the lottery with a weighted lottery application, they will be required to submit the required supporting documentation at the time of enrollment. No specific eligibility information will be retained on any of the enrollment applications.

Single or Family Application

Each family will be offered the choice to either enter all of their children into the lottery with one surname or enter each child separately in the lottery. When a family application (all siblings on one application) is pulled during the lottery, all of the students listed on the application will be pulled at the same time. If there are spots available in the appropriate grade levels, the children will be admitted. If there are not spots available, they will be placed on the wait list for those grades at that time.

Grade Level for the Lottery Application

Parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents may not choose which grade they would like their child enrolled in for the coming year; they must enter the actual current grade and the next year's grade as confirmation. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level and then if admitted the student will be evaluated by the Executive Director and child's teacher before a retention decision is made. 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 with ROCS. 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.

According to state law, children must turn five years old on or before August 31, 2023, to apply to kindergarten. Lottery applicants must meet the same criteria.

Returning Students

Current students at ROCS will not be required to re-enroll. They will be asked to sign a letter of intent for the coming year in the Spring.

Enrollment Priority:

SCHOOL will follow all rules and regulations regarding enrollment priority as specified required by applicable North Carolina law.

The following groups will have enrollment priority in the order that follows as space permits in each grade:

1. Children of full time employees and board members (may not exceed 15% of total school population)
2. Siblings (as determined by Charter School law G.S. 115C-218.45(F))
3. Students that were enrolled at ROCS within the past two years but left for academic study abroad, an academic program at another school, competitive admission residential program or due to vocational opportunities of the parents. Determination will be on a case-by-case basis, and ROCS administrators may consider any factors they consider relevant in making such determination.

Multiple Birth Siblings

If multiple birth siblings apply to the school, their surname will be entered once to represent all of the multiple birth siblings. 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 in the order they are listed on their application.

Other Siblings

If siblings apply for admission through the lottery, ROCS will enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Weighted Lottery

The school will implement a weighted lottery during the enrollment period. The weighted lottery will provide an additional weight for students who are either economically disadvantaged or English language learners. Students who enter in the weighted lottery under these categories will receive an extra weight during the general lottery. Annually, prior to the open enrollment, the Executive Director will determine the specific weights for the lottery.

Lottery Procedures

Prior to the general enrollment lottery, the school will conduct a sibling lottery of the students admitted in the prior year if more siblings have applied than there are available spots. If there are more siblings that have applied than there are spots available, a grade level wait list will be started and students not receiving spots will be added to the wait list in the order in which they are pulled.

Once the sibling lottery has been completed (if needed) the general lottery will begin. ROCS will place all applications received during the open enrollment period into one school wide lottery. The applicants in the weighted lottery will be given their additional weights before put into the general lottery. Applications will be pulled one by one and the application number will be announced out loud as it is pulled. If the application has more than one child listed on it, all children will be placed in their respective grades. If there are still spots remaining in the grade, they will be admitted. If there are no spots remaining in their respective grade, they will be placed on their grade level wait list at that time.

The school will add remaining applicants to the wait list in the order they are pulled from the lottery. This wait list will be used in the event that a spot opens and the school chooses to fill the vacant position.

Lottery Results

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

The results and the wait list will be updated monthly to allow parents to determine their current place on the wait list. Parents of students placed on the wait list will not receive communication via email or mail as to their student's place on the wait list. They will be asked to look at the wait list information placed online to determine their spot 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 application was received.

Enrollment

Students admitted on or before April 30th will have 30 calendar days from the date their acceptance email was sent to accept or decline enrollment and 45 days from the time of the acceptance email to turn in enrollment paperwork. If a student is admitted after April 30th, they will have 14 days to accept or decline enrollment at the school and 21 days to return the enrollment paperwork. If a student is admitted after June 15th, they will have 5 days to accept or decline enrollment at the school and 7 days to return the enrollment paperwork. If a student is admitted after July 15th, 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 Executive Director 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.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence.

Students admitted through the weighted lottery will be required to submit the supporting documentation for the category they applied under. If the supporting documentation is not provided by the enrollment paperwork deadline, then that student will be added to the end of the waitlist for their grade level.

ROCS's Right to Refuse Enrollment

ROCS reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

ROCS reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but 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.

Enrollment Meetings and Enrollment Forms

At least one parent or guardian will be encouraged to attend an Enrollment Meeting to learn more about the school and to turn in enrollment paperwork. At the Enrollment Meeting, the parent/guardian will sign enrollment documentation and turn in remaining enrollment paperwork. Each family will be expected to complete all information as required by the NC DPI for enrollment including proof of residence in NC. If a child is admitted to the school after the initial Enrollment Meetings, the parent will be encouraged to return their completed packet to the front office. If the parent is unable to attend one of the Enrollment Meetings but notifies the school of their inability to do so, they will be given the available times to drop off enrollment paperwork through the front office.

Handling of Errors

ROCS Errors

If any mistake is made by ROCS in administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of ROCS that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next regularly scheduled meeting of the Board of Directors (after recognition of the mistake). If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, 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.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If an applicant is left out of the lottery by mistake, the number of students who were included in the lottery will be determined. For each applicant not included by mistake, a random application number from the full pool of applicants received will be assigned, and the applicant will be assigned that number as his or her lottery placement number and appropriately placed as if they were pulled at the same time as the randomly assigned placement number. Any applicants with placement numbers on the wait list behind the applicants who were left off by mistake will be moved down in order on the list. As noted above, lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery.

Parent Errors

If a student name is duplicated in the lottery and ROCS 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.

Smoking or Vaping on Campus

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

Weapons

Weapons of any kind are expressly prohibited on school grounds or during school events. Weapons are defined to include firearm, knife, destructive device, and/or any item (regardless of its nature) used to threaten or cause actual harm.

Drug and Alcohol Use

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

Threats and Violence

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

ROCS Safety

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

- Evacuation Fire

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

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

The Executive Director is also responsible for ensuring drills occur on a regular basis. These procedures will be reviewed annually by the Crisis Management Team and any changes or revisions will be made by the Executive Director. The Executive Director is responsible for communicating these procedures to the Board of Directors.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a “persistently dangerous School” or a student who is a “victim of a violent criminal offense” on ROCS property, as defined by law, has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student’s grade level, ROCS shall contact neighboring districts to request that the students be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the ROCS building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for ROCS and is on file in ROCS office. Parents may schedule an appointment with the Executive Director if they wish to review the AMP.

Pesticide Notification

ROCS aims to control pest populations and to reduce the use of active pesticides throughout ROCS by implementing an integrated pest management program. The health and safety of all persons within ROCS’s facilities are of primary concern. ROCS will notify parents in advance of pesticide applications. Notice will be posted on the front door of ROCS and in ROCS newsletter. A parent can also request to be notified by letter 48 hours before the application is to take place. Please contact ROCS office if you wish to be notified by letter or wish to review ROCS’s integrated pest management program or records.

Hazardous Chemicals

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

Fire and Safety Regulations

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