

Corvian Community School

Student/Parent Handbook

2026–2027 School Year

[Effective July 1, 2026]



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School Essentials

Mission

Corvian Community School will cultivate lifelong learners, equipped with the knowledge and skills needed to thrive as individuals and create a meaningful impact in their communities. As a collaborative community of students, families, and educators, we nurture students academically, socially, and emotionally. Our mission is guided by the following four tenets from *The Basic School*, by Dr. Ernest Boyer:

- Curriculum with Coherence
- Climate for Learning
- Commitment to Character
- Community

Parents' Guide to Student Achievement

In accordance with North Carolina General Statute § 115C-76.30 and the Parents' Bill of Rights (SB49), this Parent and Student Handbook also serves as our school's Parent's Guide to Student Achievement for the 2026-27 school year.

This guide has been developed to ensure that families are fully informed about:

- Grade-level promotion and academic expectations
- Instructional programs and support services
- Student and parent rights
- Opportunities for parental involvement
- Health and wellness information
- School contact information
- Educational choices available within North Carolina

We are committed to transparent communication and strong family–school partnerships. Please don't hesitate to reach out with questions or for further support.

School Governance

Board of Directors

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

The Board meets on the 4th Tuesday of each month at 7pm. All board meetings are open to the public. Public comments are allowed at board meetings. Anyone who wants to make a public comment must submit a written request to the board chair. Individuals wishing to make a statement at a regular meeting of the Board must submit a request to the School Director(s) or Chair at least seven days prior to the date of the meeting. For specific directions and information, please [visit our website](#).

2026-2027 Board of Directors

Jessica Culpepper, Chair

Heather Hucks, Vice Chair

Sherri Chisholm

Sarah Edwards

Jermaine Burns

Drew Polly

2026-2027 Administrative Team

Nicki Sinclair, Executive Director

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Rebekah DiGavero, High School Principal

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Valeria Mendoza, High School Assistant Principal

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School Hours, Arrival and Dismissal

School Hours

	<u>Grades K-4</u>	<u>Grades 5-8</u>	<u>Grades 9-12</u>
Drop Off:	7:45-8:10	7:20– 7:45	7:05– 7:30
School Hours:	8:10-2:40	7:45 -2:45	7:30 - 2:30
Pick Up:	2:40-3:05	2:45-3:05	2:30 - 3:00

Before and After School Care

Before and After School Care is available for elementary and middle school students. Pricing and registration information is available on [the school website](#).

Third Party Transportation Providers (Uber/Lyft)

Consistent with the School's carpool procedures, any person picking up a student in the elementary or middle school carpool line must provide the school with the physical carpool tag listing the student's carpool number. If the carpool tag is not physically with the driver, they must park and walk into the office to request a pick-up of the child and provide the office with their State or Federally issued ID. If the adult picking up is not listed as a parent or guardian on the child's records, nor as an emergency contact, the child will not be released until the front office staff can reach the parent to confirm the pick-up.

School does not condone students leaving campus in third-party car services (outside of after care providers) and, specifically, ridesharing services whose policies explicitly prohibit minors from using them, such as Uber and Lyft. While some ride sharing services may permit minors to ride without an adult, the school does not permit the use of such services for elementary or middle school students. The School will not allow elementary or middle school students to be picked up or dropped off in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services unless due to extenuating circumstances and when prior authorization has been obtained from school administration.

Carpool Procedures

Specific details related to ES and MS carpool can be found [here](#).

High School Drop Off and Pick Up

Drop off at the high school begins at 7:05am. Students will go through the metal detection system and will report directly to their first period class. Students who have not checked in to first period class by 7:30 will be marked tardy.

The afternoon carline at the high school runs from 2:30- 2:55pm. Students are not permitted back into the building after 3:00pm unless they are staying with a staff member for a club or sports practice.

Attendance

At Corvian, every day is essential to the learning process; therefore, we encourage every student to be at school every day. Students are responsible for collecting and making up any work they missed while out of school. Students or parents may arrange to pick up work missed during an absence after they return.

All students (K-12) are required to be present the first 10 (consecutive) days. Failure to attend the first 10 consecutive days of school may result in forfeiting your enrollment. Note that exceptions to this policy are rare and will not be made for travel. To request consideration of a policy exception, contact your building principal, and provide any medical documentation necessary to support the need for an exception. Decisions made by the building principal may be appealed to the Executive Director, who will meet with both parties.

Students are expected to attend school daily. Learning opportunities are missed that cannot be replaced through make up work when students are absent from school. Failure to attend school for 10 consecutive school days unexcused may result in a forfeiture of the privilege to attend Corvian.

Absences are considered to be Excused Absences in accordance with State law and will be excused for the following reasons:

1. Illness/Injury

Please keep your children home until they are 24 hours fever-free with no medication.

A statement of illness from a parent can be used to excuse up to 3 illness occurrences in a school year. This includes each occurrence up to 3 days. Any absences after the 3 days per illness occurrence will require a doctor's note. All other absences after 3 occurrences of illness must be certified by a physician's note in order to be excused. All other illness/injury related absences must be certified by a physician's note in order to be excused.

2. Quarantine

A physician must certify that the quarantine is medically necessary.

3. Death of an immediate family member

Not to exceed 5 days for domestic travel/10 days international travel. Documentation must be submitted within five school days.

4. Medical or dental appointments

A note from the physician/dentist office is required to verify the appointment.

5. Court proceedings

Documentation must be submitted within five school days.

6. Religious observance

Per NCDPI, school principals will authorize a minimum of two excused absences each year resulting from religious observances required by faith of a student or a student's parent or legal guardian. Documentation must be submitted within five school days.

7. College/Scholarship Visit

Max of 3 per school year for grades 9-12. Documentation in the form of an email or official letter from the college must be provided within 5 school days.

8. Educational Opportunity

- Educational trips must be preapproved 7 days in advance.
- A maximum of 3 days per school year can be considered for Educational Opportunities.
- Cases in which an Educational Opportunity will take a student's absence totaling over 8% of the school days thus far in the current school year will not be approved.
- [Request for Absence for Valid Educational Opportunity](#) Form

Absences must be documented to be considered excused.

At any point in the year that a student's excused absences are for an illness or injury, the principal may require a statement from the student's physician to excuse future absences. This action will automatically be recorded in NCSIS. Absences will be considered unexcused if a student misses school for any other reason or if the proper documentation is not provided within five school days.

Unexcused absences will be handled in the following manner:

Number of Absences	Follow Up
Seven (7)	Communication from the Data Manager
Ten (10)	Communication from Principal or Social Worker
Fifteen (15)	Meeting with Principal and School Social Worker
Twenty (20)	Meeting with Principal and School Social Worker

The following school-related activities will not be counted as absences from either class or school:

- School-initiated and scheduled activities
- Field trips sponsored by the school
- Competitions sponsored by the school
- School athletic events requiring early dismissal from school

See the [High School Curriculum Guide](#) for additional information regarding missed instructional time.

High school students who leave during the school day may not return to school later the same day unless they provide official documentation (e.g. a doctor's note, DMV appointment confirmation, or similar appointment verification note) upon their return. A parent note or phone call alone is not sufficient to excuse the absence or to allow same-day return. If a student leaves campus and later returns without appropriate documentation, they will not be allowed re-entry and the time missed will be considered unexcused and may be treated as cutting class. Students may not return for extracurricular activities (including practices, rehearsals, or athletic practices/events) if the absence was undocumented.

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

Elementary School students must arrive before 11:30AM and be present until dismissal or arrive at 8:30 and leave after 11:30 to be marked present.

Middle School students must arrive before 11:15AM and be present until dismissal or arrive at 7:45 and leave after 11:15 to be marked present.

High School attendance is taken by the period. To be counted present for the purpose of daily attendance, students must arrive before 11:20 or leave for early dismissal after 11:20.

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

This includes prom.

Released Time for Religious Instruction During the School Day

Adopted by the Board of Directors of Corvian Community School on [add date]

Legal references: G.S. 115C-407.45; G.S. 115C-379; G.S. 115C-218.75(p); S.L. 2026-41 (2026 Current Operations Appropriations Act).

This policy is adopted pursuant to G.S. 115C-218.75(p) and G.S. 115C-407.45, which requires the board of directors of every North Carolina charter school to adopt a policy authorizing a principal to excuse a student's absence to attend released time for religious instruction. This policy also implements the related excused-absence and make-up-work provisions of G.S. 115C-379.

Nothing in this policy is intended to endorse, sponsor, or affiliate the School with any religious organization or curriculum. The School's role is limited to administering excused absences in accordance with State law.

Definitions

“Released time religious instruction” means religious instruction offered by a private entity (the “sponsoring entity”) during the school day, off School property, that a student attends in lieu of regularly scheduled instruction.

“Sponsoring entity” means the private organization that develops and conducts the released time religious instruction.

Weekly Time Allotment

The School shall excuse students for released time religious instruction of at least one hour per week. Consistent with G.S. 115C-407.45(b)(6), the Principal shall not authorize excused absences totaling more than four hours of released time religious instruction in any single calendar week.

The School has elected to make available up to one hour of released time religious instruction per week. No student shall be excused from a scheduled core academic course to attend released time religious instruction unless the school's daily schedule makes this unavoidable, in which case the school shall work with the family to identify an alternative time slot where practicable.

Conditions of Participation

Participation in released time religious instruction is voluntary. A student's absence to attend released time religious instruction shall be excused only if all of the following conditions are met:

A. Parental Consent

The student's parent or legal guardian has completed and signed the School's standard Released Time Consent Form prior to the student's first absence for this purpose. The consent form shall provide notice that the parent or guardian — not the School — is responsible for arranging transportation to and from the location where released time religious instruction occurs.

B. Attendance Documentation

For each day the student is absent to attend released time religious instruction, the student's parent or guardian shall provide the School with official written documentation from the sponsoring entity affirming that the student attended. This documentation must be submitted within three school days. The School shall not treat the absence as excused for any day for which this documentation is not received.

C. Make-Up Work

A student attending released time religious instruction is responsible for making up all schoolwork missed during the absence, consistent with G.S. 115C-407.45(b)(3).

In turn, and consistent with G.S. 115C-379(b1), the student's teacher(s) shall give the student a reasonable opportunity to make up any tests, assignments, or other work missed. Students who are absent for this reason will make up work in accordance with Corvian's established policies for making up work due to absence.

D. No Use of Public Funds

No State or local funds shall be expended to facilitate a student's attendance at released time religious instruction, other than de minimis administrative costs associated with implementing this policy (for example, staff time spent processing consent forms and attendance documentation).

E. Location; Use of School Facilities

Released time religious instruction shall not be conducted on School property, except to the extent the school has adopted a separate, religion-neutral facility use policy that makes School facilities available to community groups generally, and the sponsoring entity is permitted to use School facilities on the same terms as any other community group under that policy.

F. Transportation and Supervision

Transportation to and from the location of released time religious instruction is the sole responsibility of the sponsoring entity, the parent or legal guardian, or the student, as applicable. The School assumes no responsibility for the student's transportation, supervision, or safety once the student has been signed out to attend released time for religious instruction, and resumes responsibility only upon the student's return to School property or a School-sponsored activity.

G. Sponsoring Entity Obligations

Before a sponsoring entity's course may be included in the School's released time program, the sponsoring entity shall agree in writing to do all of the following:

- Maintain accurate attendance records for participating students and make those records available to the School upon request to verify a student's attendance;

- Provide the School, upon request, with a copy of the course syllabus;
- Assume supervisory responsibility for, and liability arising from, students while they are in the sponsoring entity's care, and provide the School with reasonably satisfactory evidence of liability insurance or an indemnification agreement covering that responsibility.

V. Neutrality

School administrators and staff shall not, in their official capacities, encourage or discourage a student's participation in released time religious instruction, and shall administer this policy in a manner neutral to the religious content or denominational affiliation of any sponsoring entity's course.

VI. Administration

The Principal (or designee) is responsible for day-to-day administration of this policy, including maintaining consent forms and attendance documentation, coordinating scheduling with sponsoring entities, and ensuring teachers are aware of students' participation for purposes of the make-up work provisions of Section IV.C.

VII. Non-Endorsement

Adoption of this policy, and the School's administration of excused absences under it, does not constitute the School's endorsement of, agreement with, or sponsorship of any religious organization, sponsoring entity, or curriculum.

Tardy/Early Dismissal Procedures

Late Arrival to School

Students are expected to arrive at school on time. Students are considered tardy if they are not in their classroom by the beginning of the school day. Tardiness is only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding. In all such instances, for the tardy to be excused, proper documentation is required within 48 hours. The school may consider excusing tardies due to extenuating circumstances when proper documentation is provided.

Early Dismissal from School

Early dismissals are only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding. High school students are permitted to return to campus only if official documentation (e.g. a doctor's note, DMV appointment confirmation, or similar appointment verification note) is provided upon return. Early dismissals for athletics are considered excused. Please remember, teachers are still instructing in the classrooms until the end of school, and early dismissals interrupt instruction.

Early dismissals due to illness will only be excused with parent communication via [this google form](#). A statement of illness from a parent can be used to excuse up to 3 absences in a school year. All other illness/injury related absences must be certified by a physician's note in order to be excused.

We encourage parents to make appointments for their child outside of school hours; however, if you must pick your child up from school early, please notify the office manager in advance.

Parents must sign students out in the main office. Students will only be released from school to authorized drivers for the student. Those NOT listed as authorized adults can only pick up a student if the school has received a written and signed note from the parent/guardian giving permission for that person to pick up the student. Proof of identity is required in order to pick up a student.

High school students who drive themselves to school must bring a note to the office signed by a parent or have an email sent to the front desk manager from the parent's email with permission for early dismissals. Written notes will require a contact number for the parent so that the front desk can verify that the early dismissal is valid. Students are not permitted to sign themselves out of school unless they are 18 years or older. Students who are 18 years or older may sign themselves out by following the procedure above. If students sign themselves out without the correct documentation it will be considered skipping and they will face disciplinary action.

Per NCDPI, school principals will authorize a minimum of two excused absences each year resulting from religious observances required by faith of a student or a student's parent or legal guardian.

Make-Up Work for Absences

Students are responsible for, and permitted to, make up all work missed during absences (with the exception of absences due to cutting). All students will have five school days to make up any missing work. If a student leaves school early, they are responsible for turning in any projects, assignments, or essays that are due prior to leaving. The student is responsible for finding out which assignments were missed and completing them within the specified time period.

If a student misses an assessment, he or she must take that assessment on the day of their return to school.

Please see the [High School Curriculum Guide](#) for additional information and policies regarding make up work at the high school level. Please see the [Middle School Curriculum Guide](#) for information and policies regarding make up work at the middle school level.

School Communication

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

- Weekly parent communication will come through email (weekly email newsletter), NCSIS (course grades, attendance), and/or Schoology. Grades K-4 will receive their weekly newsletter via email.
- Corvian staff members aim to respond to all emails that require a response within 24-48 business hours. Phone calls are typically returned within the same time frame. If you have an urgent or time-sensitive matter to discuss with a teacher or administrator, please call the front office and leave a message. Teachers and administrators are not consistently checking email during the school day, as teachers are focused on instruction while students are in class.
- The Weekly Newsletter, NCSIS, Schoology, and the school website are the school's main sources of information. Please refer to these resources first with any questions regarding policies, procedures or dates of school functions.
- Student communication will come through school email for grades 5-12. The school encourages students to handle any questions or issues directly with their teacher either in person or via email. Parents are expected to encourage their students to take personal responsibility for their learning.
- Parents should communicate with school staff only through their school email address, by phone, or in person. Staff members are not permitted to communicate with parents via direct text messaging. We also ask that parents respect staff members' time by refraining from communicating late in the evenings or on weekends. Maintaining a healthy work-life balance is just as important for our staff as it is for our school families.

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

Photo/Video Permission

At CCS we are continually involved in telling our story for purposes of student enrollment, staff recruitment, communication with the CCS community, fundraising, collaboration with other schools, teacher training, and community education.

To accomplish these goals, CCS may employ media such as photographs, videos, written extraction, or voice recordings. This media may appear in publications, the CCS website and other online services, childhood education list-serves, photo boards, and workshop presentations. Occasionally, affiliated organizations will use our media in their publications.

Parents are required to [complete this form](#) to opt in or opt out. This form needs to be completed only once during the student's enrollment at Corvian. If a parent would like to revise their original submission, they should contact the office manager at their building.

Dress Code

K-12 Dress Code Requirements

1. Clothes must be worn in a way such that genitals, buttocks, breasts, nipples, and upper thigh are thoroughly covered and concealed with opaque fabric throughout all reasonable school day activities and movements.
2. Undergarments should not be visible.
3. Any clothing that contains slogans or sayings must be school appropriate. There should be no references to profanity or implied profanity, no reference to tobacco, alcohol, drugs, or weapons, no language or symbols that are discriminatory against a particular group, and no suggestive or provocative language or symbols.
4. No shoes with wheels on them may be worn to school.
5. ES Only: Tennis shoes required daily unless students are instructed otherwise.
6. ES Only: No pajamas or bedroom slippers may be worn unless it is a designated spirit day.
7. MS/HS: Beanies, skull caps, and other hats without brims are permitted. Baseball caps can be worn backwards so that the brim does not cover the face. Beanies or skull caps must not cover the ears or face. Students must remove hoods before entering the school building. Hoods are not allowed to be worn during student council hat days for middle school students.
8. MS/HS: Shoes must be worn at all times unless students are instructed otherwise.
9. MS/HS: Tennis shoes are required for PE.
10. The dress code also applies to dances and all school-sponsored events.

Elementary School, Grades K-4

In elementary school, we require tennis shoes to be worn every day with no exceptions. Our students will participate in many messy activities and should come dressed for those experiences. Dress for mess at Corvian! We ask that kindergarten, first, and second grade parents send an extra change of clothes to be kept at school for emergencies. Please make sure these are clearly marked with your child's name.

Dress Code Violations

In the case of a dress code violation, the teacher and/or school principal or principal's designee reserve the right to ask the students to change or cover up the exposed area. If the student does not have appropriate clothing to change into, parents will be contacted to bring appropriate clothes to school. Please see the Code of Conduct for information about disciplinary consequences.

Lunch and Snack Guidelines

Elementary School

The elementary school is peanut and tree nut free. Health and wellness are part of our mission at Corvian. Health and wellness encompasses so much, including both our mental and physical wellness. What we use to fuel our bodies matters. We know that eating balanced nutritious food helps to improve concentration and focus, which is essential for academic success and can lead to increased energy levels and improved moods. When we think about health and wellness, we want to ensure that our children's brains are fueled for the day. We believe in our children having a treat, but we want lunches and snacks to be well balanced with food that will sustain their focus and energy throughout the day. We value your partnership in this.

Juices, flavored waters, sports drinks, and sodas are not permitted.

Examples of items that are not the best brain fuel:

1. Candy
2. Soda, high sugar juices, sports drinks, etc.
3. Cookies, cupcakes, or sugary treats

*Students will be encouraged to eat their healthiest options first.

*Sodas and other sugary drinks will be returned in their backpacks to bring home.

Lunch deliveries from local restaurants or vendors (Grubhub, DoorDash, etc.) are not allowed for students.

Students who have not ordered from the hot lunch program should bring their lunch to school each day. Please know we are not able to heat up lunches for students. Along with the water bottle, please provide the necessary eating utensils.

Parents are welcome to celebrate a child's birthday by coming to lunch with the class. This should be arranged ahead of time with the classroom teacher. Because lunch is a part of the instructional day at the elementary level, we ask that lunchtime visits be limited to birthday celebrations only. Please do not provide food or treats for other children in the class.

K-12 hot lunches will not be saved for students who are not present or leave early on the day of delivery; no pickups allowed (K-12).

Middle School

Health and wellness is an integral part of our daily mission at Corvian. Students eat lunch and snacks in classrooms on a daily basis.

Along with the water bottle, please provide necessary eating utensils. Families will need to provide the proper eating utensils for lunch. Please know we are not able to heat up lunches for students, nor are students permitted to heat their own lunches.

Deliveries from local restaurants and delivery services and parents are not permitted for students.

K-12 hot lunches will not be saved for students who are not present or leave early on the day of delivery; no pickups allowed.

High School

High school students will eat lunch in the high school commons area. Snacks are allowed during class changes as needed. Students are expected to respect each teacher's rules regarding eating snacks in the classroom.

Students are encouraged to bring and eat a snack during Cardinal Time.

Food deliveries from local restaurants and delivery services are not permitted for students. Parents may deliver lunch to their student, and the student will be allowed to pick it up from the front office during their lunch period.

We are not able to save hot lunches for students who are not present or leave early on the day of delivery; hot lunch pick up is not allowed.

Student Events and Field Trips

The School holds several sponsored events and field trips throughout the year. Parents must RSVP and submit payment by the designated deadlines for their child to attend. Please note that RSVPs are binding; full payment is required even if the child does not attend, as the School cannot obtain refunds for prepaid tickets. Permission slips and payments must be submitted by the deadline with no exceptions.

Financial Assistance

If your family is experiencing financial hardship, please contact the Registrar to request a financial assistance application. Please do this well in advance of the deadline for payment in order to determine if you are eligible for assistance.

Drivers' Education and Driving Privileges

Driver's Education Classes

Corvian does not offer Drivers' Education. If your student is at least 14 ½ years old, they may register to take Driver Education with a provider of their choice.

Driver's Eligibility Certificate

After completing driver education, students who plan to get their driving permit must obtain a Driver Eligibility Certificate from the high school office manager. The driver's eligibility certificate is good for 30 days from the date it is issued, so an appointment at the DMV should be made prior to obtaining the certificate.

Student Parking on Campus

Students are not permitted to park on campus without a parking pass. Unauthorized vehicles will be towed or booted at the family's expense. Parking on campus is primarily a Senior privilege.

As spots are available beyond the needs of the senior class, they will be made available to juniors, then sophomores.

Any out-of-school suspensions, multiple violations of the Code of Conduct, or outstanding financial obligations may result in immediate loss of driving privileges for the remainder of the year. Driving to school/parking pass privileges may be revoked if deemed necessary in the sole discretion of school administration.

To protect the health and safety of all our students and staff, student vehicles parked on school property are subject to search by any authorized school personnel or law enforcement agencies when there is a reasonable suspicion that a student may be in violation of school policy or law.

See Student Search and Seizure Policy, below, for more information.

In addition to the requirements above, student drivers must adhere to the following policies:

- Student drivers must follow all North Carolina traffic laws and school driving rules, including speed limits, traffic signs, noise ordinances, passenger restrictions, and device use prohibitions.
- Vehicles must be driven safely, without excessive noise, spinning wheels, or loud music.
- Drivers and passengers must wear seat belts at all times on school property.
- Students may not sit in their vehicles during school hours, including early dismissal or release. Written permission is required to enter vehicles during the day to retrieve items.
- Drivers must park only in their designated spaces.
- Vehicles must not contain illegal, dangerous, or inappropriate items such as alcohol, drugs, tobacco, or weapons. NC law strictly prohibits weapons and illegal substances on school grounds.
- Any accident, even minor damage, must be reported to the administration immediately.

Accidents may result in revocation of parking privileges.

- Careless or reckless driving, including failure to use defensive driving techniques and exercise caution on campus, may result in suspension of driving privileges.

Dropout Prevention/Driver's License Legislation

North Carolina House Bill 769 became effective December 1, 1997, and reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation requires that a student's driving permit or license be revoked if a student cannot maintain adequate progress or drops out of school. Adequate progress is defined as passing 70% of all courses and is determined by first- and second-semester grades for schools on block scheduling.

In rare cases, there may be circumstances beyond the control of the student or his/her parents that qualify as a hardship. If a hardship exists, the student may request a waiver. If the waiver is granted, the legislation would not affect the student. Hardship cases are rare and are reserved for extreme situations. Hardship review forms are available at our school.

Lose Control, Lose Your License Legislation

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

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

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

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

Personal Items and Lockers

Personal Items

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

High School Locker Rooms

Athletes will have the opportunity to store athletic gear in the locker room during the season(s) they are playing a sport. Locker rooms will be locked from 7:25-2:30 and students will not have the ability to access items stored in the locker room during this time period.

Student Deliveries

To protect the integrity of the classroom environment, we do not deliver flowers, gifts, or other items to students during instructional time. Deliveries will be held in the office. Parents who deliver items for students (lunches, athletic equipment, etc.) should be aware that we do not deliver items to students; they may pick up items in the office at lunch and after school. Every effort should be made to refrain from deliveries during the school day.

Emergencies and Inclement Weather Procedures

Emergency Contact Information

Every family must provide Emergency Contact Information to the school. Please communicate any changes to the information throughout the year by emailing Angela Martin, angela.martin@corvian.org.

Inclement Weather

The Executive Director and Administrative team will make all decisions regarding school delays or closures due to inclement weather and do not necessarily follow the local school district.

School cancellation or a delayed opening will be communicated via email and text message to all parents and staff. Additionally, the Executive Director has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delays.

Visitors and Volunteers

All Corvian Community School visitors must sign in at the front office. All visitors are required to wear a visitor tag while on campus. Once visitors have checked in, they will be escorted to their destination. All visitors must abide by the policies set forth in this handbook at all times.

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

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

All volunteers at Corvian Community School are required to:

1. Have a background check, including a Sex Offender Registry Check, performed through the School's third-party vendor on file dated within the last two calendar years.
2. Complete, sign, and date the Volunteer Policy and Confidentiality Agreement Acknowledgement.
3. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.
4. Attend volunteer training at either the ES or MS.

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

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

The Principal or her/his designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at the School. The Executive Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Executive Director shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer.

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

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

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

Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. Volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency, it must immediately be communicated to someone in authority at the School.

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

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

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

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

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

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

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

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

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

The school does not tolerate any kind of racial, ethnic, disability, gender discrimination, or sexual harassment by volunteers of the School, and it is expected that all volunteers will comply with the School's policies related to such matters.

Volunteering opportunities are not guaranteed and are at the discretion of the school administrator or designee.

Academic Policies and Procedures

Promotion, Retention, and Placement Policies

Corvian Promotion Policy (ES)

There are times that it would benefit a student to spend an additional year at the same grade level. The following criteria will be used in the decision to promote or retain a student:

1. Attendance Requirements. All students shall meet all attendance requirements for promotion. Absences (excused or unexcused) that number 20 or greater for the academic year will put a student in consideration for retention.
2. Academic promotion requirements. Students with IEPs will be held to the same expectations for promotion; but their disability may be taken into consideration at the discretion of the principal.
3. Evaluation of assessments. Assessments include end-of-grade scores, achievement of mastery, and other additional academic considerations specific to grade level and the school philosophy.
4. Teacher recommendations.
5. In all cases, factors such as state benchmarks, social and emotional development, and the child's best interest will be used in retention decision making

Corvian Promotion Policy (MS)

The following information is intended to help identify those students who are not performing at their current grade level. If ANY of the following criteria are NOT met, school administrators may consider retention of the student. When deciding whether a student should be retained, the school will consider state academic standards, the child's social and emotional growth, and what is in the child's best interest. Students with IEPs will be held to the same expectations for promotion; but their disability may be taken into consideration at the discretion of the principal.

Final decisions about retention and placement will be at the discretion of the Principal. Criteria:

1. Attendance - Absences (excused or unexcused) that number 20 or greater for the academic year will put a student in consideration for retention.
2. Academic Success in Core Classes - Failing core classes (ELA, Math, Social Studies, and Science) for the academic year may result in retention.
3. Academic Success in Elective Classes - Students must pass at least 50% of their elective classes for the academic year.
4. Academic Success on End of Grade Tests - Students are expected to pass both the Math and Reading EOGs (with a 3, 4 or 5) in order to move to the next grade level. EOG scores are not the sole determinant of promotion or retention.

Corvian Promotion Policy (HS)

In order to be promoted from 9th grade to 10th grade, a student must successfully complete 6 credits. These credits include English 1 and NC Math 1, at least one science or social studies credit (must include

one of the following: Earth/Environmental Science, Biology, a physical science, World History, Civics and Economics, and/or US History/American History), and Health & Physical Education.

In order to be promoted from 10th grade to 11th grade, a student must successfully complete 12 credits. These credits include English 1 and English 2, 2 math credits (NC Math 1 & either NC Math 2 or NC Math 3) and 3 science/social studies credits (must include Biology and two of the following: Earth/Environmental Science, a physical science, World History, Civics and Economics, and/or US History/American History).

In order to be promoted from 11th grade to 12th grade, a student must successfully complete 17 credits. These credits include English 1, English 2 & English 3, 3 math credits (NC Math 1, NC Math 2 & either NC Math 3 or another advanced math), 1 year of a foreign language and 5 science/social studies credits (must include five of the following: Earth/Environmental Science, Biology, a physical science, World History, Civics and Economics, and/or US History/American History).

Corvian Promotion Policy for Appeals

A parent who does not agree with the decision to retain at the ES or MS level may appeal the decision as set forth in the Grievance Policy for Corvian Community School within fourteen (14) calendar days of the last day of the academic year. As the State of North Carolina has vested all final promotion authority with the Executive Director/Administrator of Corvian Community School, the sole basis for an appeal is that the decision of the Executive Director/Administrator was clearly contrary to controlling law or policy. The sole remedy for any successful appeal will be to remand the decision to the Executive Director/Administrator so that a new decision consistent with controlling law and policy can be made.

Student Placement

At the middle school level, advanced math and ELA courses are offered in 7th and 8th grade.

Student placement in advanced classes in 7th and 8th grade is determined by grades earned during the previous school year and testing data. Final placement decisions are at the discretion of the building principal. Please see the [Middle School Curriculum Guide](#) for additional information.

At the high school level, course placement is based on the master schedule and prerequisites outlined in the [2026-2027 Curriculum Guide](#). Final placement decisions are at the discretion of the principal.

State Testing

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

3rd Grade

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

4th Grade

- Reading EOG
- Math EOG

5th Grade

- Reading EOG
- Math EOG
- Science EOG

6th & 7th Grade

- Reading EOG
- Math EOG

8th Grade

- Reading EOG
- Math EOG or Math I EOC if taking Math I in 8th Grade
- Science EOG
- CTE Exam for Computer Science (HS Credit)

High School

- Math 1 EOC
- English 2 EOC
- Biology EOC
- Math 3 EOC
- PreACT
- ACT
- CTE Exams for CTE courses

ESL Students Only (Grades K-12)

- ACCESS

Grading Calculations, Grades 5-12

The long-term success of our students at Corvian Community School is of the utmost importance to us as a School. In keeping with our mission to develop productive citizens who take responsibility for their future, our grading policy requires student accountability. We believe our students should be expected to put forth their best effort daily in the classroom. 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.

Corvian uses a 10 point grading scale. Final grades are calculated as shown below.

Courses without a Midterm or Final Exam

Quarter 1	25%
Quarter 2	25%
Quarter 3	25%
Quarter 4	25%

Courses with a Midterm & Final Exam

Quarter 1	18%
Quarter 2	18%
Midterm	8%
Quarter 3	18%
Quarter 4	18%
Final Exam	20%

AP Courses

Quarter 1	20%
Quarter 2	20%
Midterm	10%
Quarter 3	25%
Quarter 4	25%

When used, the term "Semester 1" refers to the combination of Quarter 1 and Quarter 2 and the term "Semester 2" refers to the combination of Quarter 3 and Quarter 4.

MS Schoology Gradebook Assignment Codes

- C (Collected): Collected and awaiting a grade
- M (Missing): Signals that an assignment was not submitted by the due date and may negatively impact the student's grade. A zero will be assigned until the assignment is submitted.
 - If a student was absent work may be completed within 5 days in order to earn full credit.
 - *Previously assigned work (ex. essay, project, etc) must be turned in electronically on the due date (if possible), or upon return to school to receive full credit.
- L (Late): Indicates an assignment was submitted after the deadline, and may be completed by the student within 5 days for reduced credit.
- Exempt: The student is exempt from the assignment

Schedule Changes

Middle School

Schedule change requests for middle school students must be submitted via email in the first five (5) school days of a semester. Core class schedules are carefully crafted, changes will only be considered for extenuating circumstances. Students must meet all prerequisites for the requested course. Requests will only be considered if space is available; courses will not be overenrolled.

Please email requests to Sierra Davis at Sierra.Davis@corvian.org for administrative review.

High School

Schedule changes should be limited to errors only. Students who believe they meet the criteria to make a change should contact the Assistant Principal, who will review the request. Please note the schedule change policy, which states the following:

1. No adjustments may be made to a schedule after the first 10 days of school.
2. No requests will be honored for a change in class period or teacher.
3. Level placement (Honors, AP, Standard) changes can be made during the first 14 days of school if the teacher, administration, student, and parent all agree. Students should attend their current class until a full schedule change has been made. Elective courses will only be changed if they are affected by a core course (Math, English, Social Studies, Science, or Spanish).
4. Students who withdraw from a class after the first 10 days of school may do so due to exceptional circumstances and only at the principal's discretion. A student granted a withdrawal from a course will receive a WP or WF on his or her transcript based on their course grade at the time of withdrawal. This will factor into the student's GPA. If the student chooses to retake the course at a later time, the grade earned from the second attempt will also be factored into the GPA. Students may not withdraw from the same class more than once while enrolled in Corvian High School.

Academic Honesty

CCS takes academic honesty seriously. Instruction will be provided to students on these policies and how to avoid academic dishonesty. CCS values the process as well as the end product because this is how students improve their skills. For this reason, students are not permitted to use resources that allow them to bypass the process. This includes, but is not limited to, generative AI.

Cheating

Unless otherwise specified by the teacher, all assignments and assessments must be completed independently using only the resources permitted by the teacher. Students will receive a permanent zero for any assignment or assessment they cheat on. This includes, but is not limited to, the use of math and translation tools (for example, MathWay, Photomath, Google Translate).

Students will receive a permanent zero for any assignment or assessment on which they cheat.

Cheating is a Class 2 offense and repeat offenses may also result in a disciplinary consequence.

Plagiarism

All assignments and assessments must be in the student's own words except in the case of direct, attributed quotations from a source. Substituting one or more words in a text is not sufficient for avoiding plagiarism. All ideas and language from an original text must be properly quoted and cited.

Students will receive a permanent zero for any assignment that contains words or ideas that are not their own and/or not properly attributed. Repeat offenses may also result in a disciplinary consequence.

Use of Generative AI

Students are prohibited from using all artificial intelligence tools (for example, ChatGPT), essay writing services (for example, EDUBirdie and Essay Pro), and paraphrasing/writing tools (for example, Grammarly Go or Grammarly ProWritingAid) in all classes and all subject areas. These tools may only be used if a teacher explicitly assigns students to use them. This type of assignment will be in writing and clearly outline the allowed usage and the appropriate manner for citing these tools. Students and parents should assume that use of Generative AI is not permitted unless the teacher has provided instructions to the contrary in writing.

Students will receive a permanent zero for use of these tools without explicit teacher approval and oversight. Use of AI is a form of cheating and, as such, will result in a permanent zero.

Cheating is a Class 2 offense. Repeat offenses may also result in a disciplinary consequence.

Turnitin (MS/HS)

Assignments and assessments will be submitted to Turnitin for plagiarism and AI checking.

Students agree that by taking courses at Corvian all papers, assignments, and assessments may be subject to submission for textual similarity and AI review to Turnitin.com via Schoology for the detection of

plagiarism and AI use. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Google Docs Requirement

All written assignments must be completed in Google Docs using the student's Corvian account.

It is not permissible to complete an assignment in another tool and then copy and paste the work into Google Docs. All Google Docs must be shared with the teacher and the teacher must be given "Edit" access. Students are not permitted to erase any assignment from their Google drive prior to the last day of the school year. Failure to follow this policy may result in a permanent zero.

Student Discipline Procedures

Corvian Code of Conduct

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

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

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

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

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

The code of conduct is divided into categories and three classes. The classes are groupings of violations of similar severity. Because of their similarity, each class of violations contains comparable consequences. While these consequences reflect what Corvian Community School believes to be fair and reasonable for that class of violations, the school also recognizes that there are times when mitigating or aggravating factors may result in a change in consequences.

Administrators or their designees have the authority to assign any alternate reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences from a higher class. This is intended to reinforce the importance of learning from mistakes.

It is not possible for any disciplinary policy or code to list every potential misconduct, and the school can and will impose consequences for misconduct that is not listed. Potential disciplinary responses are listed, but these responses are not progressive. The grade level and/or age of the student, the specific nature of

the infraction, and the context in which the infraction occurs will be used to determine the appropriate response classification and consequence. For example, a Class 1 infraction may be treated as a Class 2 or Class 3 infraction based on these factors. In some cases the infraction may result in the imposition of more severe consequences up to exclusion.

All disciplinary actions and assigned consequences must be documented in accordance with school procedures.

CCS Code of Conduct

Disrespect to an Adult		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	• Refusal to complete assignments • Failure to follow the instructions of the school staff <i>Elementary and Middle School Only</i> • Minor acts of disobedience, defiance, disrespect, and argumentative behavior • Lying to school personnel	Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin) Lunch Detention (30 minutes) After School Detention (1 hour) Saturday School (1-4 hours)
Class 2	• Disobedience, defiance, disrespect, argumentative behavior • Lying to or about school personnel • Failure to follow the instructions of the school staff • Falsely accusing a student or staff member • Repeated Class 1 violations.	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours)
Class 3	• Verbal or written expression of racial slurs (includes drawings, statements, gestures, hand gestures and jokes, etc). • Insubordination • Verbal or written expression of offensive sentiments regarding ethnicity, religion, gender or sexual identity. • Directing profanity, vulgarity, or discriminatory or offensive speech towards a staff member. • Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	Saturday School (4 hours) OSS Recommend for Exclusion
Disrespect to a Student		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>

Class 1	Disrespect to a Student, including, but not limited to, name calling, mocking, ridiculing, insulting, taunting, slandering, or verbal retaliation.	Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin) Lunch Detention (30 minutes) Saturday School (1-4 hours)
Class 2	- Disrespect to Student, including, but not limited to, name calling, mocking, ridiculing, insulting, taunting, slandering, posturing, challenging, confronting or provoking - May include things like profanity, vulgarity, or discriminatory or offensive speech connected to or directed towards a person - Falsely accusing a student. - Repeated Class 1 violations.	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours)
Class 3	- Verbal or written expression of racial slurs (includes drawings, statements, gestures, hand gestures and jokes, etc). - Verbal or written expression of offensive sentiments regarding ethnicity, religion, gender or sexual identity. - Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	Saturday School (4 hours) OSS Recommend for Exclusion
Attendance and Tardy Violations		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Repeated unexcused tardies (3 or more per quarter) <i>Tardy records are available on NCSIS.</i>	MS: Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin)
Class 2	- Willfully leaving the classroom or school grounds without permission - Skipping class; skipping any school-related activity or school-sponsored event - Repeated unexcused tardies to class (6 or more per quarter) <i>Tardy records are available on NCSIS.</i>	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours)
Class 3	- Skipping class; skipping any school-related activity or school-sponsored event (High School) - Willfully leaving the classroom or school grounds without permission (High School) - Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	MS: All attendance violations will follow school attendance policy. HS:OSS Saturday School Recommend for Exclusion

Violation of School Expectations/Inappropriate Behavior		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	● Failure to adhere to the school's dress code. ● Minor violations of the campus technology policy. ● Irresponsible or unsafe behavior that does not result in bodily harm or property damage. ● Use of profanity, inappropriate language, and/or an obscene gestures ● Violation of classroom or school rules or procedures that disrupt or distract in minor ways, including but not limited to sleeping or having head down, drinking or eating without permission ● Building and classroom procedures violations, including, but not limited to procedures for hallway travel/class transitions, lunch, arrival and dismissal. ● Use of a calculator for gaming or other activities not connected to and authorized by a teacher. ● Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity. Examples of inappropriate PDA include, but are not limited to: ○ Holding hands during instructional time ○ Kissing ○ Not maintaining appropriate personal space ○ Fondling; cuddling; inappropriate touching; rubbing/massaging; caressing/stroking/petting ○ Excessive hugging ● Parking on campus without a valid or visible parking pass ● Parking in an unauthorized manner including in a spot assigned to another student, handicapped spot, or double parking and/or blocking another vehicle	Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin) Lunch Detention (30 minutes) After School Detention (1 hour) Saturday School (1-4 hours) HS: Students who are repeatedly observed wearing a hood inside the school building may be prohibited from wearing hooded garments in the school building for a period of time determined by school administration.
Class 2	● Disruption to the school environment ● Misuse of technology, including but not limited to, any form of mass messaging or mass email correspondence ● Significant violations of the campus technology policy including wireless communication device policy in accordance with HB 959. ● Irresponsible or unsafe behavior that results in property damage (typically valued at \$100 or less though discretion applies) and/or minor physical harm.	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours)

	• Unauthorized Sale/Distribution of Merchandise, not including related infractions in higher categories. • Being on school grounds outside of school hours without a parent/guardian and a valid reason (i.e., clubs or sports practice) for being there (applies only to K-8 students) • Being in an unauthorized area, including, but not limited to accessing a classroom, desk, cabinet, building, or school facility without permission. • Operating a vehicle on school grounds in an unsafe manner which includes but is not limited to speeding improperly entering/exiting parking lots, driving in the wrong direction or unauthorized areas. • Parking on campus without a parking permit or parking in a spot for which the student does not hold a parking permit. • Backing into a parking spot. • Transporting prescription medication to or from school or having prescription medication in their possession at any time without having administrative approval school's the self-medication policy. • Entering, remaining in, or occupying a restroom stall with one or more other individuals. • Repeated Class 1 violations.	
Class 3	• Material interference with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption. • Irresponsible or unsafe behavior that results in property damage (typically above \$100 or considered high-impact due to its personal, emotional, or communal significance) and/or significant physical harm. • Significant violations of the campus technology policy. • Refusal to surrender phone or other wireless device when requested • Allowing/admitting unauthorized trespassers/non-CCS students into the school building or anywhere on school property during regular and after school hours and during sporting events or practices. Failure to take all bags/personal items through metal detectors when arriving at school. • Any conduct committed off-campus that (a) if committed on campus would constitute a Class III	OSS Recommend for Exclusion MS/HS: Students who repeatedly violate the campus technology policy by possessing, displaying, or using a phone, computer, smartwatch, earbuds, or other electronic device during prohibited times, or by using a device for unauthorized purposes, may be required to turn the device in to school administration upon arrival each day. Failure to surrender the device when requested may result in the student's belongings being searched in accordance with school policy.

	offense and (b) has a reasonable relationship to school operations • Using technology to record students, staff, or themselves without permission, taking and/or posting pictures or recordings (audio or video), etc. without school authorization. • Misuse of technology, including, but not limited to, any form of hacking of school computers or programs and/or unauthorized access to school records or computer programs. • Operating a vehicle on school grounds in an unsafe manner which includes but is not limited to use of phone or other device, excessive speed, failure to yield to a pedestrian and/or reckless driving. • Failure to report an accident or damage caused by a student vehicle while on school property • Major instances of inappropriate conduct. • Failure to serve assigned detention and/or Saturday School time. • Possessing or using another student's ID. • Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	
Academic Integrity Violations		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Not applicable	
Class 2	• Cheating, including, but not limited to ○ Copying any portion of another student's answer or work ○ Allowing someone to copy one's own answer or work ○ Use of tools like, but not limited to, MathWay, Photomath, Google Translate • Plagiarism, including, but not limited to, claiming another person's ideas, opinions, words, sentences, paragraphs, or entire document without appropriate attribution • Use of all artificial intelligence tools (e.g., ChatGPT), essay writing services (e.g., EDUBirdie and Essay Pro), and paraphrasing/writing tools (e.g., Grammarly Go or Grammarly ProWritingAid) • Forgery, including, but not limited to, signing tests, permission forms, notes to teachers, emails to teachers, etc	MS: (1st Offense) Parent Contact, Assigned Grade of 0%, (2nd Offense) Saturday School +0% HS: Permanent zero; Saturday School

	Unauthorized use of technology to acquire answers for an assignment or assessment	
Class 3	- Stealing or taking pictures of an assessment or answer key - Repeated Academic Integrity Violations	MS/HS: Permanent zero Saturday School OSS Recommend for Exclusion
Threatening Behavior		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Use of threatening, offensive, or demeaning speech at school or off campus, including, but not limited to, verbal, written, gestural, and electronic expression, that results in no disruption to the larger educational environment and does not present a reasonable cause for fear of safety or mental well being.	Verbal Warning Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin) Lunch Detention (30 minutes) Saturday School (1-4 hours)
Class 2	- Use of threatening or offensive, or demeaning speech, at school or off-campus, including, but not limited to, verbal, written, gestural, or electronic expression, that does cause a minor disruption to the learning environment and/or presents a reasonable fear for a person's safety or mental well being. - Instigating and/or encouraging others to use aggressive actions. - Repeated Class 1 violations.	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours) OSS
Class 3	- Use of threatening, offensive, or demeaning speech, at school or off-campus, including, but not limited to, verbal, written, gestural, or electronic expression which results in widespread disruption to the educational environment and/or rises to the level of significant fear or concern for a person's safety or mental well being. - Repeated threatening behavior that rises to the level of bullying or harassment including, but not limited to, a pattern of negative behaviors directed toward a particular student that has a negative impact on that student's overall educational experience. This infraction includes any conduct covered by North Carolina's Bullying Statutes, currently N.C.G.S. 115C-407.15 and N.C.G.S. 14-458.1.	Saturday School (4 hours) OSS Recommend for Exclusion Offenses that are reportable to law enforcement will be reported.

	Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	
Physical Aggression		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	- Minor incidents of horseplay, including, but not limited to, hitting, shoving, and kicking, which do not result in physical harm. - Inappropriately throwing objects in the classroom or on school grounds that do not cause or attempt to cause harm.	Student Conference (Teacher) Parent Contact (Teacher) Student Conference (Admin) Parent Contact (Admin) Lunch Detention (30 minutes) After School Detention (1 hour) Saturday School (1-4 hours)
Class 2	- Minor incidents of hitting, shoving, or kicking, which may or may not result in physical harm. - Repeated Class 1 violations.	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours)
Class 3	- Acts of physical aggression, including, but not limited to physically striking, spitting, pushing/shoving, or attacking a student or staff member. - Fighting. - Participating in a fight or exceeding reasonable force to protect oneself when another student has provoked a fight. - Assault on a Student or Adult, including, but not limited to, a violent attack that may or may not result in serious bodily injury. This may also include actions such as tampering with a person's food or drink in a manner that could cause personal harm. - Disorderly Conduct (Refer to N.C. G.S. 14-288.4.) - Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	OSS Recommend for Exclusion Offenses that are reportable to law enforcement will be reported.
Theft, Vandalism or Property Damage		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Not applicable	
Class 2	Theft of item(s) of relatively low monetary value or low community impact (typically valued at \$100 or less though discretion applies).	Lunch Detention (30 minutes) In-School Suspension (½ day to 1 day)

	• Knowingly possessing an item stolen on campus or during a school sponsored activity off campus. • Any act of taking or possessing property without the permission of the owner may be considered theft. • Repeated Class 1 violations.	After School Detention (1 hour) Saturday School (1-4 hours) Offenses that are reportable to law enforcement will be reported.
Class 3	• Theft of any item of significant monetary value or impact (typically between \$101 and \$500 or considered high-impact due to its personal, emotional, or communal significance). This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft. • Property damage and/or vandalism. • Repeated Class 2 violations or a combination of Class 1 and Class 2 violations.	OSS Recommend for Exclusion Offenses that are reportable to law enforcement will be reported.
Sexual Misconduct		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Not applicable	
Class 2	Not applicable	
Class 3	• Indecent Exposure, including any public exposure of private body parts to one or more persons. • Touching or conduct perceived as sexual or inappropriate in nature or which is deemed offensive to that person • Violations of Title IX • Sexual activity on school grounds	OSS Recommend for Exclusion Offenses that are reportable to law enforcement will be reported.
Endangerment and/or Illegal Behavior		Potential Response <i>Specific response will be assigned based on grade level, nature of the infraction, and context in which the infraction occurs.</i>
Class 1	Not applicable	
Class 2	• Using the internet to search for obscene, offensive, or derogatory material during the school day, or at any time on a school-owned device. • Distributing over-the-counter medication to other students. • Committing acts that promote gangs or gang-related activities.	In-School Suspension (½ day to 1 day) After School Detention (1 hour) Saturday School (1-4 hours) Offenses that are reportable to law enforcement will be reported.

Class 3	• Damage/destruction/vandalism/graffiti/arson of/on or trespassing on school property. • Tampering with or disabling security devices, including, but not limited to cameras, vape detection systems, and fire alarms. • Possessing, handling, transferring or bringing a weapon or ammunition (including a toy weapon; example – toy gun, toy knife) on school property, summer camp or at a school-sponsored event. • Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school sponsored event • Bomb threat/hoax, false alarms • Possession and/or distribution of pornography • Threatening or facilitating threats against another student, a school employee, or the school • Knowingly withholding information that can directly endanger the school community. • Writing about, or depicting in artwork, violent or threatening actions. • Possessing and/or using tobacco/nicotine, alcohol, and illegal drugs on school property or at a school-sponsored event including the use or possession of electronic cigarettes or paraphernalia. • Trafficking (which includes, but is not limited to, gifting, sharing, or selling) tobacco/nicotine, alcohol, prescription drugs, and illegal drugs on school property or at a school-sponsored event including electronic cigarettes or paraphernalia.	OSS Recommend for Exclusion Offenses that are reportable to law enforcement will be reported.
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Additional Information on Infractions

Bullying/Cyberbullying, Profanity, Obscenity, and/or Derogatory Language Bullying and/or harassing behavior are strictly prohibited. It is the policy of the Board of Directors to maintain learning environments that are free from harassment or bullying. Students are expected to use appropriate conduct and language at school and school functions, and possess only relevant materials. This rule applies to cursing, possessing, sending, or receiving written materials or electronic text and/or images that convey offensive, racial, derogatory, bullying, or obscene messages to another person. This includes but is not limited to references to race, color, ancestry, national origin, gender, gender identity expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance, or making offensive statements or gestures. In addition, as with other disciplinary violations, any manner of bullying that occurs off campus may violate the Code of Student Conduct if it has a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

After School Enrichment Clubs

Disciplinary incidents during an after school club may result in suspension from the club and/or school. Severe or consistent disciplinary incidents may result in permanent removal of the student from the club. There will be no full or partial refunds for students who have been suspended or who have been removed from an after school club.

Corporal Punishment

Corporal punishment will not be used, but there may be times when school employees need to use reasonable force to control behavior or to remove a person from the scene. These situations include:

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

Fighting

The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. A student who is physically attacked may act in self-defense without consequence.

Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule, even though another person provoked the fight.

Administrators have discretion to recognize the need for self-defense on an incident-by-incident basis.

Gang and Gang-Related Activities

No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the

purposeful violation of any district policy, and having a common name or common identifying sign, colors, or symbols.

“Gang-Related Activity” includes:

- Clothing: Wearing, possessing, using, distributing, displaying, selling, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- Communication: Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;
- Vandalism or Destruction of Property: Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;

- Intimidation/Threats: Requiring payment for protection, money, or insurance, or otherwise intimidating or threatening any person related to gang activity;
- Coercion: Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- Solicitation: Soliciting others for gang membership;
- Conspiracy: Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies related to gang activity.

Hazing

Hazing includes, but is not limited to any activity that may demean, disgrace, or embarrass a person or that risks endangering the mental, physical, or emotional health of a person, regardless of whether such person has agreed to participate in the hazing activity.

Possession of Illegal Substances

The unlawful possession, use, or distribution of illicit drugs and/or alcohol by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Possession of Weapons and Dangerous Objects- Not Including Firearms A student will not possess, handle, transport, or use any weapon, object that can be reasonably considered a weapon, dangerous object, or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Special note: See the Safe Harbor Provision.

Prohibited items include, but are not limited to:

- Toy knife or look-alike knife
- Toy gun or look-alike gun
- Weapon not capable of propelling a missile
- Knife, switchblade knife, Bowie knife
- Box cutter/razor blade
- Camouflaged weapon
- Object thrown from a bus
- Gun powder, ammunition, bullets
- Fireworks
- Bomb (includes destructive devices such as an explosive, incendiary, or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, or missile with an explosive charge of more than ¼ ounce, mine or similar device)
- Airsoft gun, BB gun, pellet gun, air rifle
- Any object or substance that could cause injury, including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, dirks, daggers, lead canes, clubs, stun guns, flare guns, paint ball guns, mace, pepper spray, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

Reports and Investigations of Child Abuse

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

Reports to Law Enforcement Agencies

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

Additionally, threats made against another student, a staff member, or the school will be reported to local law enforcement.

Reports to the Department of Motor Vehicles

Pursuant to state law, the School is required to report the following acts to the Department of Motor Vehicles if the student is the minimum age of 14 and is in the 8th grade or above:

possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on school property; and physical assault on school staff when the conduct results in a suspension in excess of 10 days or the student is assigned exclusion.

Safe Harbor Provision

When prohibited items are found or inadvertently possessed on school property or at a school function, students shall immediately notify school staff and surrender the items. When a student inadvertently possesses a prohibited object, the student shall approach a school staff member and voluntarily surrender the object. The student may not be subject to discipline so long as the object is one that the student could lawfully possess off school grounds.

When a student finds or inadvertently possesses an illegal item (e.g., drugs or weapons) or other contraband, the student shall immediately report the discovery to school staff and surrender the item (if it's in student's possession). A student will not be in violation solely for making such a report. After a report is made, school officials shall investigate to determine if a violation of the Code of Student Conduct has occurred.

If a student inadvertently possesses or finds a firearm or destructive device, the student will not be subject to disciplinary action if school officials determine that the student delivered or reported the firearm or other destructive device as soon as practicable to a law enforcement officer or a school employee and the student had no intent to use the firearm or other destructive device in a harmful or threatening way.

The Safe Harbor Provision may not apply if a search is ongoing in any location at the school, if the object is surrendered during a search, or if the object is not turned in prior to discovery by school staff.

Sale/Distribution (Attempt or Actual)

A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit, or controlled substance. Possession of a large amount of or more than one

individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

Search of School Property

Lockers, desks, school-issued technology, and other school property remain at all times the property of Corvian Community School. They are subject to search at the discretion of the school principals, director, or their designee.

Threat Assessment Process

Any student (K-12) who communicates threats in person, in writing, through a drawing or art work, texts or social media (and other electronic means) may go through a threat assessment process and investigation in order to determine the level of the threat and the appropriate discipline procedures and student supervision plan for returning to school. Part of the plan may include but is not limited to: locker and backpack searches, requiring a clear backpack, removing locker rights and having an escort to/from classes.

Truancy

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

Vehicle Use/Parking

A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school principal. A student will not park a motor vehicle on school premises unless he/she has complied with all school vehicle parking requirements. Parking permits must be visibly displayed, and vehicles must be parked only in assigned spaces. Unauthorized vehicles may be towed.

Definitions of Consequences

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

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

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

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

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

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

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

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

Note: If a student is suspended up to one month before a field trip, he/she may lose the opportunity to attend the trip. It is up to the discretion of the Principal as to whether the student may attend a field trip if he or she has been suspended. Field trip payments for students who lose field trip privileges due to behavior related incidents will not be refunded.

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

Out of School Suspension - If a student is suspended from school, the student may not be present on the campus of Corvian Community School, at any school function, or at any school-sponsored event, whether on or off campus, without the permission of the school administration. The student and their parent(s) may be required to attend a reentry meeting following an out of school suspension. Asynchronous remote and school closure days do not count toward days of suspension.

Repeated: For purposes of the Code of Conduct, “repeated” refers to infractions that occur over the course of the current school year that have been documented and communicated to the student's parents/guardians. Repeated infractions may include the same or similar behavior, as well as other infractions that are not of the same nature. If, through the process of investigation, it is found that additional infractions occurred, this may result in escalated disciplinary consequences. However, incidents previously known to staff members that were not previously documented and communicated to the parents/guardians will not be used on their own to escalate a consequence, even if they are later documented upon administrative review.

Saturday School - This consequence is a period of one to four hours to be served on a Saturday.

Students assigned Saturday School are not permitted to reschedule Saturday School unless prior written approval for extenuating circumstances was granted by an administrator. Additionally, students assigned Saturday School are not allowed to attend school sponsored events, including athletic events during Saturday School hours.

Procedures for Disciplinary Process and Short-Term Suspension

Upon receiving a report of a potential occurrence of any of the above violations, school administration will conduct an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and searching a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences commensurate with the suspected violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequences of the violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense that requires a report to law enforcement, the appropriate agency will be notified. The Dean of Students or another school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences.

Due Process Procedures for Short-Term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal (including the principal's designee) would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension.

Step 1: The student must be informed of the suspected infraction(s) by the principal/designee.

Step 2: The student must be given the opportunity to have an informal hearing with the principal/designee, present his/her version of the events, and identify witnesses to the incident.

The informal hearing will typically occur as part of the investigation immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

Step 3: The principal/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

Step 4: The principal/designee shall report each suspension in writing to the student's parent/guardian by fax, email, or any other reasonable method to give actual notice. Reasonable effort shall be made to contact parents/guardians prior to the start of the suspension. If parents/guardians cannot be reached prior

to the start of the suspension, the principal/designee may start the suspension without contacting them. In this event, the principal must continue efforts to reach the parent/guardian.

Step 5: At the discretion of the principal, a re-entry meeting involving the student and his/her parents and/or a written behavior contract may be required upon the student's return to school.

Step 6: There is no appeal of an out-of-school suspension of 10 days or less. Students are not entitled to appeal a principal's (or their designee's) decision to impose a short-term suspension to the school's Board of Directors.

Due Process Procedures for Long-Term Suspension, Exclusion, and Expulsion

A student accused of a violation of the Code of Student Conduct, which, in the opinion of the principal/designee, may require a 365-day suspension, long-term suspension, or exclusion from the school, shall be afforded the procedural safeguard described below. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a 365-day suspension, long-term suspension, or exclusion. The Dean of Students/Assistant Principal/Principal, or the Executive Director may recommend a 365-day suspension, long-term suspension, exclusion, and/or participation in a Behavioral Contract.

Where exclusion, long-term suspension, or a 365-day suspension is recommended, the parent(s)/guardian(s) will be notified in writing within two school days or as soon as possible.

The notification of the recommendation for long-term suspension or exclusion shall be consistent with NC General Statute § 115C-390.8 and include the following:

1. The conduct that violated the School's Code of Conduct;
2. The relevant provision in the School's Code of Conduct that was violated;
3. A deadline for the parents or guardians to request a hearing;
4. A deadline for the parent to notify the school as to whether they are bringing an advocate and the role of such advocate;
5. The right to review and obtain copies of your child's educational records before the hearing;
6. The time frame or date when the hearing will be held, if one is requested;
7. The right to question the witnesses who appear at the hearing;
8. The right to present evidence on your child's behalf, which can include written or oral statements relating to the incident leading to the suspension and any of the factors listed in N.C. General Statute § 115C-390.2(g);
9. The right to have a record made of the hearing. We will record the hearing and make a copy available at your request. You also have the right to make your audio recording of the hearing;
10. Notice that the School follows the procedures set forth in N.C. General Statute § 115C-402 with regard to the expungement of discipline records; and

11. The right to a written decision, based on substantial evidence presented at the hearing, that upholds, modifies, or rejects the principal's recommendation of suspension and/or exclusion and that contains at least the following information:

- a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;
- b. Notice of what information will be included in the student's official record pursuant to N.C. General Statute § 115C-402; and
- c. The student's right to appeal the decision and notice of the procedures for such appeal.

The School will follow one of the following processes for Exclusion, Long-Term Suspension, and 365-Day Suspension:

Option 1

If a Dean/Assistant Principal/Principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion or a 365-day suspension is appropriate, they will notify the Executive Director of a recommendation for long-term suspension or exclusion. If the parent(s)/guardian(s) request a hearing, it will be before the Executive Director and a panel of school board members. At the conclusion of the hearing, the panel will determine if the Dean/Assistant Principal/Principal's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the student is assigned exclusion or a long-term suspension or a 365-day suspension by the Principal or a hearing officer, the parent or guardian has two school days to appeal the decision to a panel of the board of directors. This request must be submitted in writing to the Executive Director. The board panel will review the appeal based on the record and make a decision. A hearing before the board panel is at the discretion of the board and is not required. The board panel decision is final, and there is no appeal to the full board. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the Executive Director will make the determination on whether to uphold the recommendation of a 365-day suspension, long-term suspension, or exclusion. Such a decision shall be final.

Option 2

For any offense where a Long Term Suspension, Exclusion, or a 365-Day Suspension is recommended, the Deans/Assistant Principals/Principals and/or Executive Director (and their designees) may recommend a 365-day suspension, long-term suspension, or exclusion. Where:

(1) the school does not employ the process set forth in Option 1, (2) the Executive Director is involved in the investigation of the disciplinary incident or the recommendation for long-term suspension, or (3) the Executive Director wishes to have a board panel hear any appeal, then any hearing shall be conducted by a panel of three board members appointed by the board chair or their designee. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either does not request a hearing or fails to attend the hearing, the Executive Director will make the determination on whether to uphold the recommendation of a 365-day suspension, a long-term suspension, or exclusion. Such a decision shall be final.

Procedures for Expulsion

N.C.G.S. § 115C-390.11 gives the School's Board of Directors authority to expel any student over 14 years of age whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lunsford Act (which applies to certain registered sex offenders). The school will follow legally required procedures for Expulsion. Details of the procedures to be followed for expulsion are provided in North Carolina General Statutes, § 115C-390.11.

Discipline of Students with Disabilities

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

Special Education Services

Corvian Community School employs certified Special Education Resource and Inclusion Teachers to provide consultation services to classroom teachers who serve special education students, as needed. Corvian Community School shall comply with federal and state law to ensure that all students with disabilities will be provided with a free appropriate education (FAPE).

Students with special needs have safeguards and rights under federal and state laws and cannot be excluded from their educational programs without following federally mandated procedures.

The School recognizes the importance of working with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.

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

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

When Exclusion Is Required

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

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

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

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

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

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

Any change in special education placement must be documented on:

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

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

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

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

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

Manifestation Determination

The Manifestation Determination is to be completed by the student's IEP Team or 504 Team and must occur within 10 school days of removal when there has been a change of placement.

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

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

Day 11 Requirements

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

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

If the change in placement is due to disciplinary reasons:

1. On the day of the incident, the School must follow the Student Discipline Policy set forth above.
2. Conduct a Manifestation Determination.

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

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

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

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

Weapons/Drugs/Serious Bodily Injury

If the offense involves weapons, drugs, or serious bodily injury, proceed using the 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the relationship between the behavior and the disability, the Executive Director or their designee may

remove the student to an alternative setting for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases, Manifestation Determination, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA)

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

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

Behavioral Intervention Plans (BIP)

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

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

Student Discrimination, Harassment and Bullying Policies

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

Student Search Policy and Procedures

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

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

Searches Based on Individualized Reasonable Suspicion

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the

circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction.

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

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

Searches of Personal Effects

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

Searches of Motor Vehicles

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

"Pat-down" Searches

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

More Intrusive Personal Searches

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

Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that a search of a particular student will yield dangerous contraband (e.g., drugs or weapons); (2) the school official has reasonable suspicion that the student has hidden the contraband in their undergarments. This search must be conducted in private by a school official of the same sex as the student, with an adult witness of the same sex present, and only with the prior approval of the Executive Director/Principal or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures.

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

Weapon Detection System

At the high school, each student at the high school campus shall pass through a weapon detection system upon entering the building. This handbook will be followed and the appropriate consequences (includes notifying local authorities) implemented if any prohibited items are found. Students who fail to pass through the metal detectors upon arrival may face disciplinary action.

Search Using Trained Dogs

All searches using trained dogs will be performed by and under the direct supervision of law enforcement officials and/or a private security company. School officials may authorize specially trained dogs to sniff students' lockers, desks, book bags, purses, gym bags, automobiles, and other personal property at any time in an effort to detect the presence of

prohibited substances and items on school property at any Corvian Campus or Athletic Complex.

Authorities may search personal property in or about which trained dogs have detected prohibited substances or items and may seize such substances or items found as a result of these searches. Students shall be subject to consequences set forth in the handbook for the possession of any prohibited items seized as a result of inspections by trained dogs and may also be subject to criminal prosecution. Trained dogs must at all times remain in the direct control of their canine handlers. School administrators will work with the appropriate officials to designate and manage areas where the trained dogs are used to sniff.

This policy shall be published in the Parent-Student handbook, however, Corvian Community School has no obligation to notify students or parents or obtain consent prior to conducting dog sniff inspections. Failure of Corvian to notify any particular student or parent of the provisions of this policy or of the intention to use trained dogs to inspect a school or designated area inside or outside of a school does not constitute a defense to or waiver of any disciplinary consequences imposed as a result of the seizure of any contraband items pursuant to this policy.

Searches of Lockers

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

A student's personal effects found within a locker, such as a backpack, gym bag or purse, may be searched only in accordance with the guidelines for individualized searches of personal effects described in Section A, above.

Point-of-Entry Metal Detector Searches

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

Seized Items

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

Failure to Cooperate

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

Notice

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

Destruction of School Property

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

Technology Use at School

While at school, students will have access to a variety of technology. It is the expectation of the school that all school-owned tablets and laptops remain at the school. All students and parents are expected to adhere to the Technology Acceptable Use Policy.

Social Media Citizenship Standards & Expectations

Students should understand that as members of the School community, they represent the school at all times. When using social media sites, including but not limited to Twitter, Facebook, Instagram, Vine, and Snapchat, they must do so responsibly and are accountable for their actions at all times. Students should also understand that when using social media, they are bound by the rules of student behavior as outlined in the School's student handbooks. The School will only intervene in a student's use of social media if a parent, teacher, coach, administrator, or student reports an issue that is harmful to the health and well-being of the school community.

Cyberbullying, in the form of student-to-student or student-to-teacher, will be handled as any other form of physical or emotional bullying. Students should expect the School administration to take note of and, if necessary, take disciplinary action in response to information communicated digitally that:

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

For violations of the policy, see the Code of Conduct.

Social Media and Wireless Communication Policy

This policy complies with HB959, which requires local boards of education to prohibit student use, display, or possession of an activated wireless communication device during instructional time.

Social Media

Students are not permitted to access social media at any time during the school day, even during times when they may be permitted to use their computers or other devices.

Definition of Wireless Communication Devices

“Wireless communication devices” include any portable or wearable device capable of voice, messaging, or data communication, including, but not limited to, cell phones, tablets, laptops, paging devices, two-way radios, gaming devices, and wearable devices (e.g., smartwatches, fitness trackers with messaging or data capabilities).

Elementary School Policy

Students are not permitted to bring cell phones or other devices to school (smart watches, tablets, ereaders, etc.).

High and Middle School Policy

Storage & Access Policies

During the School Day (HS: 7:30–2:30, MS: 7:45-2:45)

- All personal devices—including laptops, phones, headphones, earbuds, and smartwatches—must be turned off, out of sight, and stored in a backpack or bag.
- Devices may not be stored in pockets or worn on the body.
- This rule applies throughout the entire campus including classrooms, hallways, bathrooms, locker rooms, offices, the counseling suite, the gym, the field, and other spaces.
- Students may not use devices, including cell phones, between or during classes, including in bathrooms, hallways, and other common areas.

Classroom Use: Laptops, Headphones, and Earbuds

- These items may be used only for instructional purposes and with explicit teacher permission.
- When laptop use is permitted, the following are strictly prohibited: gaming, messaging, watching movies, using TikTok, accessing social media apps, or engaging in other non-instructional activities.
- Cell phone use is not permitted during class at any time—even during breaks, study time, or when a teacher is absent.

Permitted Use Windows

- High School: Devices may be used prior to 7:30, during Cardinal Time, lunch, and study hall and after 2:30. Social media access is not allowed during these periods from 7:30-2:30.

- Middle School: Devices may be used during dismissal to communicate with parents about pick up with teacher permission.

Exceptions

Use of wireless communication devices is permitted:

- When authorized by a teacher for educational purposes.
- As required by a student's Individualized Education Program (IEP), Section 504 Plan, or health or disability management plan.
- In the event of an emergency.

Disciplinary Measures

If a student violates any part of this policy,

- The device will be confiscated and taken to the front office for parent/guardian pick-up.
- Devices will not be released to parents until after the end of the school day.
- Repeat offenses will result in additional disciplinary consequences per the student code of conduct.
- Refusal to surrender a phone or a wireless device when requested will be treated as a class 3 offense.

Video Monitoring

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

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

Use of Video Recordings

Video recordings will only be utilized for official School business.

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

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

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

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

Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

Student Camera Phones/ Recording Devices

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

Student Technology Acceptable Use Policy

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

1. Privacy: The School reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around School property. Furthermore, students should have no expectation of privacy in any location or on any network while utilizing school-issued technology.
2. Cyber-Bullying: The School prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, Snapchat, Instagram, Wikipedia, YouTube), video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the School during or outside School hours and on or off School premises.
3. Materials and Language: Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web filtering is prohibited, including but not limited to VPN sites, browser extensions, etc.
4. Installing/Copying: Students are not to install or download any hardware, software, shareware, or freeware onto any media, devices or network drives. Software installed by anyone other than the network administrator will be removed and disciplinary action will follow. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files.

Please refer to the Code of Conduct for the consequences for copying the work of another student. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.

5. Access: Users may not access the computer network without proper authorization.

Attempting to access the network without proper authorization and hacking is expressly prohibited. Users are to use their own username and password when using a school-issued device or student account. Users must log off shared devices when they are finished with their work and are not to log on to a device for someone else or tell others their password.

Students are to notify the instructor if someone else is thought to know his/her password.

6. Data Protection: Users must not attempt to damage or destroy equipment or files. Though the School makes efforts to ensure the safety and integrity of data, the School makes no warranties of any kind, expressed or implied, for its service. The School will not be responsible for any damage to data.

7. Storage: Users are to delete their files and materials they no longer need. Students should not store personal documents, images, videos, or other digital material on school devices or school-maintained accounts (Google Drive, OneDrive, O365, Canvas, etc.).

8. Passwords: Students are reminded not to share passwords with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students, faculty, or staff members.

9. Email: All email correspondence on the School system, the laptop/iPad, or in the student's assigned email account is the property of the School. Documents and other files created by the students and located on the laptops or the School computer system are also the property of the School.

10. Data Sharing: Students may not transfer, email or air drop photographs or videos. Doing so will be addressed according to the school's discipline policy.

11. Personal Cell Phone Use: Cell Phones may not be used during the school day and are not a replacement for the school-issued technology.

The following consequences will apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

- Revocation or limitation of electronic device access privileges;
- Temporary or permanent confiscation of the student's electronic device;
- Disciplinary action as provided for in the discipline policy; and/or
- Any other sanctions or remedies provided by the law.

Bring-Your-Own Technology Policy

All students in grades 5-12 are required to bring their own device to school each day. Students in grades 5-8 must bring their own Chromebook.

Students in grades 9-12 may bring a laptop or Chromebook of their choice. Students may not use a smartphone or tablet as their means of accessing the internet for classwork.

Students are not permitted to use a VPN or hotspot to access the internet during school hours.

Internet Safety Policy

Introduction

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

Definitions

Technology Protection Measure

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

Harmful to Minors

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

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

Child Pornography

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

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

Sexual Act; Sexual Contact

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

Minor

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

Inappropriate Network Usage

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web.

Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

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

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

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

Education, Supervision, and Monitoring

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

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

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

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

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

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

Restrictions and Privileges

General

By using Corvian's internet privileges, students agree to be respectful in their screen sharing, videos, and chat comments. Inappropriate behavior of any kind will not be tolerated. This includes but is not limited to: cyber-bullying, inappropriate language, insults, nudity, spam, racist, sexist or discriminatory remarks or any material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors. Students are expected to respect others in the school community and on the Internet. Students are expected to abide by the generally accepted rules of network etiquette.

Students should respect the privacy of others when using all forms of electronic communication.

Students should not reveal personal identifying information or information that is private or confidential, such as the home address or telephone number, or social security number of themselves or fellow students. This includes but is not limited to names, addresses or pictures.

Students should not forward or post personal communications without the author's prior consent.

All Corvian Community School technology users may not under any circumstance:

- Make any hardware modifications, load other operating systems, repartition hard drives, or change any settings on the hard drive of a school device.
- Install registry cleaners and/or batch files to stop computer device services.
- Make changes to the operating system, screen saver, laptop image, install software or attach devices such as a keyboard without proper permission.
- Load movie, music, or video files onto the hard drive of a school computer or to a network drive.
- Make attempts to circumvent the internet filter (ex. hotspots), including proxy servers.
- Print personal documents, pictures, or any materials not required for legitimate educational purposes.

Software Copyright

- Licensed and copyrighted software is not generally available for borrowing and should never be downloaded onto a school device, nor should a school's licensed programs be downloaded on a personal computer.
- Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement.

Infringement or violation of U.S. or international copyright laws or restrictions will not be tolerated.

- Any attempts to circumvent the licensing controls or the copying of software from the network without the appropriate permission is prohibited.

Internet Responsibilities

Corvian Community School assigns school email addresses and provides internet access to all students. Like all technology resources on campus, email and internet usage are tools for educating students and facilitating the operation of the school. Corvian retains the right to monitor network use and school email accounts; students should have no expectation of privacy when using the school networks, systems, or electronic communication resources. All electronic communications may be retained by the school and shared with authorities as required by local, state, or federal regulations. In addition, the following guidelines must be observed by all parties utilizing network privileges:

- Students are not permitted to use a hot spot or VPN to connect to the internet during school hours.
- Electronic communications are to be restricted to appropriate communications. It is the user's responsibility to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of security.
- Students are strictly forbidden from using their school email account as contacts on social media networking sites. Violators must remove their accounts from these sites or risk suspension of the account.
- All emails received and sent must not contain pornographic material, profane language, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware on the school premises.
- Sending emails to a general audience, such as chain mail and forwards, is forbidden.
- Users should not reveal personal information in correspondences with unknown parties.
- Computer games, other than those directly supporting the curriculum, are not to be accessed on campus.

Technology Code of Conduct Violations

When any student's online behavior is determined by administrators to violate the law or to threaten the safety of the school, the school will notify the student's parents and take all appropriate actions as defined by law – referring the matter to law enforcement officials, requiring psychological counseling for the student and/or dismissing the student from the school.

Violations are subject to disciplinary consequences, including but not limited to: detention, suspension or loss of honors or school privileges, suspension or ineligibility from leadership positions, honor societies, clubs, teams, organizations, or expulsion.

State Testing Requirement

State guidelines place significant restrictions on what kind of devices students can use for state testing. As such, all state-required tests will be performed on Chromebooks owned and managed by Corvian Community School in accordance with these stipulations. These devices will be provided on the day of testing.

Liability and Repairs

At some point during the year, it is possible that a student computer may malfunction or become damaged. Corvian Community School does not accept responsibility for any physical or technical damage that occurs to a student's device, whether or not the damage was sustained while attending school. However, if a student has a question about why their device may be malfunctioning, they are welcome to contact a member of the staff about the issue, who can in turn inform the Informational Technology team about the problem. If requested, the IT team may attempt to service the device, but neither it nor Corvian Community School is responsible for damage that the device may incur before, during, or after troubleshooting. If a device requires

parts for repair, a technician may recommend a solution, but it is ultimately the responsibility of the parent(s) or guardian of the student to fix or replace the device. If you purchased a Trafera Warranty Plan from the school, please see the Trafera Warranty Notice for more information about the warranty process, as well as its limitations and conditions.

Trafera Warranty Notice Warranty Limits and Conditions

In the past, Trafera warranty options have been offered through Corvian Community School in conjunction with device purchase. Although new warranty options will not be offered through Corvian, students and their families are encouraged to explore personal warranty options if they are concerned about device health and maintenance. For Corvian families that have an active warranty with the school, damaged devices should be processed according to the Liability and Repairs section of the Responsible Use Policy. If a device is found to no longer have an active warranty, it will be returned to the appropriate student. Students and families who choose to leave Corvian Community School before their device warranty period has expired will forfeit their coverage.

Google Workspace for Education Policy

Corvian Community School uses Google Workspace for Education to provide and manage a Workspace for Education account for your child. Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At CCS, students will use their Workspace accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

Using their Workspace for Education accounts, students may access and use the following "Core Services" offered by Google (described at [Google Workspace Services Summary](#)):

- Gmail
- Google+
- Calendar

- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Google Hangouts, Google Chat, Google Meet, Google Talk
- Jamboard
- Keep
- Sites
- Vault

In addition, we also allow students to access certain other additional Google services with their Workspace for Education accounts. These services vary throughout the year depending on availability and need.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Workspace for Education accounts in its Workspace for Education [Privacy Notice](https://gsuite.google.com/terms/education_privacy.html). You can read that notice online at https://gsuite.google.com/terms/education_privacy.html.

Some services may collect and use information for the purposes described in our Privacy Notice and the terms that apply to this service. You can [learn more](#) about the differences between Core and Additional Services in our Help Center. Please contact santha.garver@corvian.org if you would like to opt your student out of these additional services. The current list includes Google Earth and CS-First.

Student Health and Wellness

Prevention and Control of State Reportable Communicable

Diseases

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

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

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

School staff make every effort to reduce the prevalence of disease-causing organisms by ensuring the environment's cleanliness, emphasizing frequent handwashing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities.

Despite those actions, the school-age child is often the source and conduit for communicable diseases ranging from the “common cold” to ringworm, among many. Most such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules.

- Chickenpox (Varicella): Student is excluded until all blisters have formed scabs.
- Fever: The parent/guardian of any student with an oral temperature >100 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 24 hours without medication.
- Head Lice (Pediculosis): The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student cannot be picked up and must remain at school, they will remain in the nurse's office until a parent can pick them up.

The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.

- Impetigo: Students are excluded from school if they have more than three to four sores until they are seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- Measles (Rubeola/Rubella): Student is excluded until the physician's approval is given and the student is no longer contagious.
- MRSA (Methicillin Resistant Staphylococcus Aureus): All suspected cases should be referred to their healthcare provider, and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and those who cannot maintain good personal hygiene.
- Nausea, Vomiting, Diarrhea: The parent/guardian of any student experiencing nausea, vomiting, or diarrhea will be notified and asked to pick up their child.
- Pink Eye (Conjunctivitis): A student exhibiting symptoms of pink eye should be evaluated by their medical provider. The student may return when treatment has begun, the eye has minimal drainage & the student is able to keep their hands away from their eyes. The student is allowed to return to school with a physician's approval.
- Scabies: Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- Strep Throat (Streptococcal and Staphylococcal Infections): Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever-free for 24 hours.

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

If notified that a student suffers from such immunodeficiency, the school nurse will request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize the risk to the student. Whenever

possible, the school nurse will notify the parents or guardians (or the student himself where appropriate) of an infected or immunodeficient student of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

Immunizations

North Carolina law requires immunizations for every child present in this state. Every parent, guardian, or person in loco parentis is responsible for ensuring their child(ren) receives the required immunizations. It is the responsibility of the parent, guardian, or person in loco parentis to provide the immunization record of each school-age child to the school no later than 30 days after the child enters school, or the child will not be allowed to attend school until a valid immunization record can be provided.

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

Vaccine	Number of Doses Required Before School 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 current on all the vaccines required for kindergarten entry.

In addition:

- Meningococcal conjugate vaccine (MCV) – 2 doses
 - o One dose for individuals is required upon entering the 7th grade or by 12 years of age, whichever comes first.
 - o Booster dose for individuals is required entering the 12th grade or 17 years of age, beginning August 1, 2020.
 - o 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

- o A booster dose of Tdap is required for individuals who have not previously received Tdap and are entering 7th grade or by 12 years of age, whichever comes first.
- o 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

In accordance with Garrett's Law (G.S. 115C-375.4), our school is required to inform parents and guardians of students in grades 6 through 12 about two potentially serious diseases that can be prevented through vaccination: meningococcal meningitis and human papillomavirus (HPV).

Meningococcal meningitis is a rare but potentially life-threatening infection that affects the brain and spinal cord. It can be spread through close personal contact and often progresses rapidly. Vaccines are available to help protect against the most common types of meningococcal bacteria.

HPV (human papillomavirus) is a common virus that can lead to certain types of cancer in both males and females. It is preventable through a safe and effective vaccine, typically administered during adolescence.

To support families in making informed health decisions, additional information about these diseases, their symptoms, transmission, and vaccine access is provided at the beginning of each school year. If you have not received this information, or would like a digital or printed copy, please contact the school office or visit our school health page online.

We encourage you to speak with your child's healthcare provider about recommended vaccinations and preventative care.

For more resources, visit the North Carolina Department of Health and Human Services at www.ncdhhs.gov.

First Aid and Emergency Care Procedures

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

First Aid Preparation and Training

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

Names of building first responders will be posted in the health room and the school's main office.

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

The School shall maintain current information on students, including:

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

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

The School will make AHA Heartsaver First Aid and/or ARC Standard First Aid and Safety classes available for designated school personnel.

First Aid Response: General

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

First Aid Response: Emergencies

- Staff members are responsible for calling EMS (911) when necessary in an emergency.

Administrators and parents must be notified as soon as safely possible after EMS has been called.

- School staff or students are not to transport students in their own cars for emergency treatment.
- Under all circumstances, upon arrival at a school, EMS personnel will become the primary care providers of the injured party for whom they were called. School personnel will remove other students and staff from the scene to allow EMS personnel space and safety to deliver appropriate care.
- EMS personnel responding to a school or school-sanctioned event will attempt to contact the school nurse or certified athletic trainer (AT) on site.
- In cases where a school nurse, AT, or administrator who knows of an existing health condition, any Health Plans on file or other documents that contain pertinent medical history, medications, allergies, and special directions that may aid the school system and paramedics in assessing the correct disposition of the child will be provided to EMS staff.

- If transportation of the child is found to be necessary by the paramedic or desired by the person acting in loco parentis, then the destination shall be determined by which facility would be most appropriate for the specific condition of the child as best determined by both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.
- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school personnel will accompany the student during transport.

They will remain with the student until the parent/guardian assumes responsibility.

First Aid Response: Injuries and Illness

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

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

- A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of consciousness.
- Nurses, First Responders, PE teachers, Coaches, Assistant Coaches, Athletic Trainers will comply with concussion safety requirements set forth in the GfellerWaller Concussion Awareness Act of 2011.

o Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.

o Students may not continue in physical education until a note of clearance is received from a licensed healthcare provider.

o Any middle or high school athlete with a suspected concussion will not be permitted to return to any participation in practice or event until a written release is provided to the school from a healthcare provider with expertise in the management of concussion

- Athletic Trainers will be in charge of guiding return to play progression and have the authority to withhold play.

- Coaches, Assistant Coaches and student athletes must adhere to guidelines set forth in the Athletics Emergency Action Plan.
- All coaches, school nurses, athletic directors, first responders, volunteers, student athletes and parents of student-athletes must be provided annually with concussion and head injury information.
- The School will retain records of training and concussion incidents.

Do Not Resuscitate Orders

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

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

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

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

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

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

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

Medication Administration

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

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

A. Medication Administration by School Employees

- a. Conditions for Administering Medication: Authorized school employees may administer medication to students when all of the following conditions are met.

These conditions apply to all medications, including those available over the counter without a prescription.

- i. Parental Consent: The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.
- ii. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- iii. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- iv. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- v. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.
- b. The School and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

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

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the Policies Governing Services for Children with Disabilities. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. No student may possess, use, or transmit any drug or counterfeit drug prohibited by policy.
- e. Any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- f. All school personnel who will be administering medications must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to their child at any time while the child is on school property.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

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

D. Student Self-Administering Medications Under a Medical Plan of Care: The School recognizes that students with certain health conditions including but not limited to diabetes, asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school

property in accordance with their individualized health care plan or emergency health care plan. As used in this section of the policy, “medication” refers to a medicine prescribed for the treatment of medical conditions including but not limited to diabetes, asthma, or anaphylactic reactions.

Guidelines for procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events are listed below.

a. Authorization to Self-Administer Medication

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

i. written authorization from the student’s parent for the student to possess and self-administer the medication;

ii. a written statement from the student’s health care practitioner verifying that:

1. the student has a diagnosed health condition

2. the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored

activities, or while in transit to or from school or school-sponsored events; and

3. the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;

iii. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s health condition;

iv. a statement provided by the school system and signed by the student’s parent acknowledging that the School and its employees and agents are not liable for injury arising from the student’s possession and self-administration of the medication; and

v. any other documents or items necessary to comply with state and federal laws.

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

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

e. All information provided to the school by the student’s parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location.

Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the current school year. Such permission must be renewed each school year.

f. Responsibilities of the Student

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

g. Consequences for Improper Use

i. A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the Code of Student Conduct.

However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to required medication for conditions included but not limited to diabetes, asthma, or anaphylactic reactions.

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

Mandatory Reporting Policy

Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child as per the School's Child Abuse Reporting Policy. These reports should be made directly to the Department of Social Services where the child resides. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and Executive Director.

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

Athletics

Eligibility

High School

To be eligible to try out and remain eligible to participate in any sport at Corvian, students must meet the following criteria:

- Student-athletes must pass a minimum of 70% of their courses and be in attendance 85% of the previous semester to be eligible for a given sports season. This includes excused and unexcused absences.
- Summer school work used to make up part of the minimum load must be applied to the most recent semester.
- All students must also meet local promotion standards set forth by Corvian.*

A student, upon first entering grade nine, is academically eligible for competition on high school teams.

*Students who earned a 65% or higher in all of their courses in the previous semester are eligible to apply for a waiver from the high school administration and athletics director.

Middle School

Scholastic Requirements: In grades six, seven and eight, the student must pass at least 75% of core classes and 50% of their elective classes in the preceding semester and be in attendance 85% of the previous semester to be eligible for a given sports season. This includes excused and unexcused absences.

If an athlete is "academically eligible" or "academically ineligible" at the beginning of any semester, that status is retained throughout the full semester.

Sixth grade students are ineligible to participate in tackle football

Athletes must retain good academic standing during their sports season.

Suspensions

Any student serving ISS or OSS will not be allowed to participate in practices or games during their suspension. Athletes suspended during team tryouts will not be allowed to tryout at a later date.

[Varsity Lettering](#)

Varsity Lettering

Additional Policies

General Policies

Tuition and Fees

In accordance with North Carolina General Statute § 115C-218.50, Corvian Community School shall not charge tuition or fees except as follows:

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

Admissions and Enrollment Policy

Registration & Admission

All students who submit an application prior to the annual enrollment deadline will be admitted to Corvian Community School unless the number of applicants for a grade level exceeds the number of openings for that grade level. In the event that CCS receives more applications than openings for any grade, the school will hold a lottery to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year.

After withdrawal, a former student who desires to re-enroll at CCS will not receive any advantages (priority) and will be required to follow the same application procedures as all other general applicants for the next available lottery selection process. Sibling priority will not be granted to former students after a withdrawal. See “Withdrawal Process” for more information.

Elementary School Age Requirement

North Carolina law stipulates that a child must be five years old on or before August 31st of the school year in which he/she is present to enroll.

Health Assessment Requirements

All children are required to receive a Health Assessment prior to entering school. By state law, any student who has NOT previously attended a NC Public School must also submit a copy of the NC Health Assessment Form (to be completed by the child's physician). Click [HERE](#) for form.

The assessment must occur within 12 months prior to entering school. The medical provider, parent or guardian must provide a completed health assessment transmittal form to the school on or before the child's first day of attendance.

Health Assessments communicate the health concerns and information from parents and physicians for all children entering public schools for the first time in North Carolina. Health issues that affect learning are addressed.

Students who have not completed the required immunizations and/or Health Assessment by the 30th day of school will be suspended from school until they have been completed unless the child is exempted by North Carolina law.

Additionally, the following vaccinations are required in Middle School:

1. Meningococcal conjugate vaccine (MCV) – 2 doses
 - a. One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.
 - b. Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.
 - c. If the first dose is administered on or after the 16th birthday the booster dose is not required.
2. Tetanus, diphtheria, and pertussis (whooping cough) – Tdap
 - a. 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.

b. School Entry from 6th to 7th Grade

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

Grade 12 Required Vaccines

[Rising 12th Grade Students](#) - please be aware of vaccine requirements. Refer to attached vaccine notice for more information - Rising 12th Grade Students. (For a list of all vaccine requirements, click [HERE](#).)

Student Placement

All students may be assessed at the discretion of the building principal and placed in the appropriate grade level or course based on state benchmarks, social and emotional development, and the student's best interest. The final decision is determined by the Principal.

Withdrawal Process

If a parent would like to withdraw their child from CCS, the School must receive the request in writing via the [Corvian 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 will be considered a withdrawal request; if a legitimate records request is received, the records will be sent, and that student will be withdrawn from Corvian Community School.

Effective June 1, 2019, a student permanently forfeits his or her slot awarded via the enrollment selection process upon written withdrawal from Corvian Community School, or by making a request for records to be sent to another school for enrollment at that school.

After withdrawal, a former student who desires to re-enroll at CCS will not receive any advantages (priority) and will be required to follow the same application procedures as all other general applicants for the next available lottery selection process. Priority will not be granted to a former CCS student regardless of their sibling status.

Outside Providers and Multiple School Enrollment

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

Student Files

Corvian Community School will adhere to all federal laws relating to maintaining student files.

The following information regarding the Family Educational Rights and Privacy Act (FERPA) comes from the U.S. [Department of Education website](https://studentprivacy.ed.gov/ferpa) at <https://studentprivacy.ed.gov/ferpa>.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

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

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

Hearing Procedures for Amendment of Education Records Under FERPA

I. Purpose and Authority

This policy establishes the procedures Corvian Community School (the "School") will follow when a parent or eligible student exercises the right to challenge, through a hearing, the School's refusal to amend a student's education records. This policy is adopted pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. Part 99, §§ 99.20–99.22. The School is a public school under North Carolina law and, as such, the education records it maintains are also subject to the student records provisions of North Carolina General Statutes Chapter 115C and applicable State Board of Education policy governing charter schools. This policy supplements, and should be read together with, the School's general annual FERPA notification policy.

II. Definitions

- a. "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education.
- b. "Parent" includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
- c. "Education records" means records that are directly related to a student and are maintained by the School or by a party acting for the School.
- d. "FERPA Officer" means the School official designated to administer the School's FERPA compliance program, specifically the Executive Director or Records Custodian, or that person's designee.
- e. "Hearing officer" means the individual designated under Section VIII of this policy to preside over and decide a hearing requested under this policy.

III. Right to Request Amendment of Education Records

A parent or eligible student who believes that the School's education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's privacy rights may ask the School to amend the record. The request must:

- 1. Be submitted in writing to the FERPA Officer;
- 2. Identify the specific record(s), and the specific information within those records, that the parent or eligible student wants changed; and
- 3. Explain why the identified information is believed to be inaccurate, misleading, or in violation of the student's privacy rights, and describe the correction requested.

A request to amend a record under this policy is not the appropriate mechanism to challenge a grade, an opinion, a disciplinary determination, or another substantive educational judgment with which the parent or eligible student disagrees. Such challenges should be pursued through the School's applicable grade-appeal, disciplinary appeal, or grievance procedures.

IV. School Response to an Amendment Request

- 1. Timeline. Within 30 calendar days of receiving a written amendment request, the FERPA Officer will review the request and the relevant record(s) and provide the parent or eligible student with a written decision.
- 2. If the request is granted. The School will amend the record accordingly and notify the parent or eligible student of the amendment in writing.
- 3. If the request is denied. The School will notify the parent or eligible student in writing of: (a) the decision to deny the requested amendment and the reasons for the denial; (b) the right to request a hearing under this policy to challenge the content of the record; and (c) the procedure for requesting a hearing, including the deadline and the office to which the request must be submitted.

V. Right to a Hearing

A parent or eligible student has the right to a hearing to challenge the content of a student's education records on the grounds that the information contained in those records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. A hearing under this policy is limited to that purpose; it is not available to relitigate the substance of a grade, disciplinary decision, placement decision, or other professional judgment, even where the parent or eligible student disagrees with that judgment.

VI. Requesting a Hearing

1. A parent or eligible student who wishes to exercise the right to a hearing must submit a written request to the FERPA Officer within 30 calendar days of the date of the written notice of denial issued under Section IV.
2. The request should identify the record(s) and information at issue and the correction or relief sought.
3. A request submitted after the 30-calendar-day period may be denied as untimely, except for good cause shown, as determined by the FERPA Officer.

VII. Notice of Hearing

1. Within 30 calendar days of receiving a timely hearing request, the School will schedule the hearing and designate a hearing officer in accordance with Section VIII.
2. The School will provide the parent or eligible student with written notice of the date, time, and location (or, where appropriate, the videoconference format) of the hearing at least 10 calendar days before the hearing.
3. The notice will restate the parent's or eligible student's rights described in Section IX of this policy and will identify the hearing officer.

VIII. Hearing Officer Qualifications

1. The hearing will be conducted by an individual ("hearing officer") designated by the Executive Director/Board of Directors of the School.
2. The hearing officer may be an official or employee of the School, provided that the individual does not have a direct interest in the outcome of the hearing. An individual will be considered to have a direct interest in the outcome if, for example, that individual made the original decision to deny the amendment request, authored or is otherwise directly responsible for the contested record entry, or is a witness to or party in the underlying dispute.
3. The hearing officer must not have participated in the initial decision to deny the amendment request.
4. The School may, at its discretion, designate an individual who is not a School employee (for example, the School's legal counsel not previously involved in the matter, or an administrator from another school within the charter operator's network) to serve as the hearing officer, provided that individual also has no direct interest in the outcome.

IX. Rights of the Parent or Eligible Student

In connection with a hearing under this policy, the parent or eligible student is entitled to:

1. A full and fair opportunity to present evidence relevant to the issues raised, including documents, records, and witness testimony;
2. Be assisted or represented at the hearing, at their own expense, by one or more individuals of their choosing, including an attorney;
3. Receive, upon reasonable advance request, copies of the documents the School intends to rely upon at the hearing;
4. Request an interpreter or other reasonable accommodation by submitting the request to the FERPA Officer in advance of the hearing; and
5. Request that the hearing be conducted in person, by videoconference, or, where mutually agreeable, on the basis of written submissions only.

X. Conduct of the Hearing

1. The hearing officer will preside over the hearing and ensure that both the parent or eligible student and the School have a full and fair opportunity to present relevant evidence and argument.
2. The hearing need not follow the formal rules of evidence applicable in court proceedings, but the hearing officer will conduct the proceeding in an orderly and impartial manner.
3. The hearing will be documented by an audio recording or written transcript, which will be retained as part of the hearing record described in Section XIII.
4. The School's position may be presented by the FERPA Officer or another School employee familiar with the contested record and the basis for the decision to deny amendment.

XI. Hearing Decision

1. The hearing officer's decision must be based solely on the evidence presented at the hearing.
2. The School will issue a written decision to the parent or eligible student within 10 school days after the conclusion of the hearing.
3. The written decision will include a summary of the evidence presented and the reasons for the decision.
4. If the hearing officer determines that the contested information is inaccurate, misleading, or otherwise in violation of the student's privacy rights, the School will amend the record accordingly and notify the parent or eligible student of the amendment in writing.
5. If the hearing officer determines that the contested information is not inaccurate, misleading, or in violation of the student's privacy rights, the School will notify the parent or eligible student of the decision and of the right to insert a statement in the record under Section XII.

XII. Right to Insert a Statement

1. If, following the hearing, the School declines to amend the record, the parent or eligible student has the right to place in the student's education record a statement commenting on the contested information, stating why he or she disagrees with the School's decision, or both.
2. The statement must be submitted in writing to the FERPA Officer within 30 calendar days of the date of the written decision issued under Section XI.
3. The School will: (a) maintain the statement with the contested part of the record for as long as the record, or the portion to which the statement relates, is maintained; and (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

XIII. Recordkeeping

1. The FERPA Officer will maintain a record of each amendment request, denial notice, hearing request, hearing notice, hearing record (recording or transcript and exhibits), written decision, and any statement submitted under Section XII.
2. These records will be retained in accordance with the School's records retention schedule and applicable North Carolina public records and student records retention requirements. Hearing-related records will be maintained in a manner that preserves the confidentiality of the hearing process, separate from the student's regular cumulative education record, except that the final written decision and any statement under Section XII become part of the student's education record as described above.
3. Access to hearing records is limited to individuals with a legitimate educational interest, consistent with the School's FERPA notification policy, and to the parent or eligible student and their representative.

XIV. Post-Hearing Actions

1. Implementation of amendments. If a record is amended as a result of this process, the FERPA Officer will ensure the amendment is reflected in all copies of the record maintained by the School and, where the School previously disclosed the inaccurate or misleading information to a third party, will take reasonable steps to notify that party of the amendment if such notification is practicable.
2. Finality of internal process. FERPA does not require, and this policy does not provide, a further level of internal appeal beyond the hearing described above. The hearing officer's decision is final as to the School's internal amendment process.
3. Right to file a federal complaint. A parent or eligible student who believes the School has failed to comply with FERPA may file a written complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.
4. Other rights unaffected. Nothing in this policy limits any other rights or remedies available to a parent or eligible student under federal or North Carolina law, including any applicable grievance procedures for matters not covered by this policy.

XV. Responsible Official and Policy Review

1. The Executive Director is responsible for administering this policy, designating the FERPA Officer, and ensuring that staff who handle education records and amendment requests are trained on these procedures.
2. This policy will be reviewed periodically, and updated as necessary, to remain consistent with FERPA, 34 C.F.R. Part 99, and North Carolina law and State Board of Education policy applicable to charter schools.

Seclusion and Restraint Policy

Corvian Community School complies with all applicable laws governing seclusion and restraint.

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

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

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

School Campus Expectation Policy

At Corvian Community School we are very fortunate to have a supportive and friendly parent and guardian body. Our parents and guardians recognize that educating children is a process that involves partnership between them and the School community. We understand and value the importance of sustaining a good working relationship between our families and educators to equip children with the necessary skills for adulthood. We greatly appreciate our parents' commitment to entrusting their children's education to us and thank them for supporting our unique school programming through which we engage our students daily. We welcome and encourage parents/guardians to participate fully in the life of our School. So we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding, the purpose of this policy is to remind all parents, guardians, and visitors to our School about their expected conduct. Parents, guardians, and visitors are expected to:

- Respect the caring spirit of our School.
- Understand that both teachers and parents/guardians need to work together for the benefit of their children.
- Demonstrate that all School community members should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with School staff, administration, and board members to cultivate open dialogue while seeking peaceful solutions.
- Engage the School with an open mind to help resolve any issues of concern.

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

- Disruptive actions that interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot,

office area, or any other area of the School grounds (including social media postings or discussions with community members regarding the School or a staff member).

- Using loud/or offensive language, swearing, cursing, using profane language, or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to School staff, board members, visitors, fellow parents/guardians, or students, regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying School property.
- Abusive or threatening e-mails, texts, voicemails, phone messages, or other written communication.
- Defamatory, offensive, or derogatory comments regarding the School or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns about the School must be made through the appropriate channels by speaking to the class teacher or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. Such an approach to a child may be seen to be an assault on that child

and may have legal consequences. Please communicate with the School staff so that we may investigate and handle such concerns.

- Carrying weapons, smoking, and/or consuming alcohol or other drugs whilst on School property, unless permitted for a specific event approved by the Board or the Executive Director.
- Animals/pets brought onto the School premises without permission. Please note: Service animals are permitted. For more information, please see this handbook's Service Animal policy in [Attachment C](#).

Violence/Threats

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

While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Interactions with Corvian Community School teachers or staff must be done electronically.

The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if the School determines that the adult's behavior has created an unsafe or hostile environment.

Banning from Campus

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

The Executive Director, their designee, or the Board may issue such a ban.

Parent Concerns

Corvian Community School 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 appropriate staff members in this order:

1. Student's Classroom Teacher
2. School Principal
3. Executive Director

Grievance Policy for Parents/Guardians/Students

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

Definition of a grievance

A grievance is defined as a formal written complaint by a current parent of a student stating that a specific action has violated a School policy, board policy, law, or regulation. Complaints that do not raise an alleged violation of a School policy, board policy, law or regulation do not raise grievance issues and are not subject to these procedures. In addition, a grievance does not include disagreements on day-to-day operation issues, personnel matters, schedules, or student discipline unless they violate a specific policy, law, or regulation. Additionally, a grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the School's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints. Even if a complaint constitutes a grievance, a grievance will only be considered eligible for the Grievance Process if the parent or student demonstrates that they have attempted to have their concerns addressed by the appropriate party.

Only current parents/guardians or students may bring a grievance under this Policy.

Time Limits

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

Steps in the Grievance Process

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

Director of the School is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

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

Media (Utilizing the School name or brand)

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

Misuse of the Brand (Defined):

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

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

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

In serious cases, the School will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We

will deal with this as a serious incident of school bullying in accordance with the student/parent/employee handbook and any other school policies.

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

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

Parents or visitors who receive consequences based on their behavior shall follow the School's grievance process as set out in this Handbook or any other policy established by the School.

Students engaged in such activity will be addressed in accordance with this Handbook and any other applicable policies. We trust that parents/guardians and visitors will assist our school with implementing this policy, and we thank you for your continued support.

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

Non-Discrimination

Equal Education Opportunities

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

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

- The principal or assistant principal;
- For Title IX harassment and discrimination, contact the Title IX Coordinator and review the [Title IX policy](#). The Title IX Coordinator is Valeria Mendoza, valeria.mendoza@corvian.org

- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact Nicki Sinclair, nicki.sinclair@corvian.org, and review the [non-Title IX policy found here](#) as well as the Title VI policy found below.

Boy Scouts of America Equal Access Act

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

Gender Equity Policy (Title IX)

The School certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The School, as a recipient of federal financial

assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

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

Title VI

No person shall, on the basis of race, color, or national origin, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity of the School in violation of Title VI of the Civil Rights Act of 1964, as amended. This means that the School does not advantage any one racial or ethnic group over another or use racial/ethnic stereotypes.

Further, the School recognizes that Title VI protection covers students who are or are perceived to be Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or other groups that are or are perceived to: 1) share ancestry or ethnic characteristics; or 2) have citizenship or residency in a country with a dominant religion or distinct religious identity. Title VI prohibits discrimination based on race, color, or national origin against students of any religion when the discrimination:

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

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

Religious Accommodations

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

Per NCDPI, school principals will authorize a minimum of two excused absences each year resulting from religious observances required by faith of a student or a student's parent or legal guardian.

Safety Policies

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

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

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

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

Weapons

Weapons of any kind are expressly prohibited on school grounds or during school events.

Weapons are defined to include firearms, knives, destructive devices, and/or any item (regardless of its nature) used to threaten or cause actual harm.

Smoking or Vaping on Campus

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

Drug and Alcohol Use

Corvian Community School is dedicated to maintaining a safe educational environment. Thus, we have implemented a drug and alcohol-free school policy, which prohibits anyone from being under the influence of alcohol or illegal/misused drugs on school grounds or attending a school-related event. Alcoholic beverages are never to be consumed on School grounds or during field trips. Alcoholic beverages are never to be consumed in vehicles of transportation owned or operated on behalf of the School, or by their drivers while they are responsible for the

operation of such vehicles. The use, sale, transfer or possession of alcohol, e-cigarettes, vaping devices, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on School property, at School events or on field trips is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood-altering substances while on School property, at a School event, on field trips, or in circumstances the School believes will adversely affect the School's operation or safety. More specific drug policies may be found in [Attachment H](#).

Threats and Violence

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

Unsafe School Choice Option

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

Asbestos Management Plan

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

Pesticide Notification

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

School office if you wish to be notified by letter or wish to review the School's integrated pest management program or records.

Hazardous Chemicals

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

Fire and Safety Regulations

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

Registered Sex Offenders Policy

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

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

The School is committed to the following:

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

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of certain sexually violent offenses or any offense where the victim was under the age of 16 years at the time of the offense ("Prohibited Persons") are expressly forbidden to be present on any property owned or operated by the School system, including School buildings, athletic fields, playgrounds, parking lots, School buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other School-related functions, whether before, during or after School hours.

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

A. Prohibited persons

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

B. No special permission

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

C. Possible exceptions for students

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

D. Limited exception for prohibited persons who are parents / legal guardians of a student

a. A Prohibited Person who is the Parent/Legal Guardian of a student may be on School property only for the following reasons:

1. To attend a previously scheduled School conference with School personnel to discuss their child's academic or social progress; or
2. At the request of the Director/designee, for any other reason relating to the welfare or transportation of their child.

b. The procedure for making a request is as follows:

1. For each visit authorized by subsection(a)(i) above, the Parent/Legal Guardian must provide the Director with prior written notice of their registration on the Sex Offender Registry.
2. A request for presence at the School must be submitted to the Director in writing, at least 72 hours in advance.
3. The request must include the nature and specific times of the requested.
4. The Director or designee will respond within 48 hours, either authorizing or denying the request.
5. The decision of the Director or designee is final.
6. The Director will notify the Board of any such requests and the decision.

c. For each visit authorized by subsection (a) above, the Parent/Legal Guardian must check in at the front office upon arrival and departure. In addition, during each and every visit, the Parent/Legal Guardian must be under the direct supervision of School personnel at all times. If personnel are unavailable to supervise the Parent/Legal Guardian during any visit, they shall not be permitted on the School property.

d. For each visit authorized by subsection (a) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Director, including any restrictions on the date, time, location, and length of meetings.

2. Enforcement

Any suspected violation of this policy shall be reported by a School administrator to the Director and to law enforcement for immediate investigation. All School personnel should report the presence or suspected presence of a Prohibited Person to a School

administrator and take appropriate action. The Director shall immediately notify the Board Chair of any known or suspected Prohibited Person who is a student, or a parent or legal guardian of a student, at their School.

3. Applicability

This policy shall supersede any conflicting provisions in all other Board policies regarding School safety, parental involvement, School field trips, School visitors, School volunteers and student transportation.

Title I: Parent and Family Engagement

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

Definition of Parent and Family Engagement

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

1. Parents and family members play an integral role in assisting their child's learning;
2. Parents and family members are encouraged to be actively involved in their child's education at school;
3. Parents are full partners in their child's education, and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. The school utilizes activities to support parent and family engagement in the Title I programs.

Purpose and Operation of Title I Program

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

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based on federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students to meet the School's academic standards.

Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Executive Director/Director/Executive Director or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

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

Annual Meeting and Program Evaluation

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

Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

Parent and Family Engagement Efforts

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

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

School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs to provide equitable services to students enrolled in private schools. The Executive Director or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan, and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;

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

Notice Requirements

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

Program for English Learners

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

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

School Report Card

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

- Information, both in the aggregate and disaggregated by category, about:
 - o Student achievement,
 - o Graduation rates,
 - o Performance on other school quality and/or student success indicators, o Progress of students toward meeting long-term goals established by the state,
 - o Student performance on measures of school climate and safety, and, as available,
 - o Rate of enrollment in post-secondary education;
 - Performance of the School on academic assessments as compared to the state as a whole, and the performance of each school on academic assessments as compared to the state and the School as a whole;
 - Percentage and number of students who are:
 - o Assessed,

- o Assessed using alternate assessments,
- o Involved in preschool and accelerated coursework programs, and;
- o English learners achieving proficiency;
 - Per-pupil expenditures of federal, state, and local funds; and
 - Teacher qualifications.

Teacher Qualifications

At the beginning of each year, School officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner.

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

Student's Academic Growth and Achievement

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

Parental Rights and Opportunities for Involvement

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

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

Website Distribution of Information

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

1. The School Report Card, as described above; and
2. Information on each assessment required by the state and, where feasible, by the School, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;

- d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
- e. if available, the time and format for distributing results.

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

Right to Know Under the Every Student Succeeds Act

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

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

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

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

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

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

In addition, parents have the right to information about:

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

The Protection of Pupil Rights Amendment

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

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 1. Political affiliations or beliefs of the student or the student's parent;

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

The School has developed and adopted policies regarding these rights, as well as arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at the beginning of each School year and after any

substantive changes. The School will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook at the start of each school year of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue SW

Washington, D.C. 20202-5920

Corvian Community school does not intend to engage in any of the activities described by the Protection of Pupil Rights Amendment (PPRA). If this changes, the School will directly notify parents through email and will provide an opportunity to opt a student out of participating in them, in accordance with the procedures outlined by the PPRA.

Parent's Bill of Rights Compliance Policies

The School believes that parent and family involvement must be aggressively pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board is committed to developing policies to involve parents in schools and their child's education effectively. N.C. Gen. Stat. § 115C-76.20(b)(3).

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

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

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

[Corvian Community School's Compliance Policies](#) are available on our website for review.

Exceptional Children

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

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

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law.

Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this Program serve?

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

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

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

Please contact the appropriate EC Coordinator, Lauren Brodie (K-4) lauren.brodie@corvian.org or Elizabeth Keller (5-12) elizabeth.keller@corvian.org.

Child Find

Corvian Community School 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. The School informs parents and/or guardians of the services available from the School and other state and community agencies. The children who qualify for these services have been diagnosed with or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. School 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; and
- A referral to other agencies when needed.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the Department of Education website.

What is A 504 Plan?

A 504 plan provides equal access to educational services for students with a qualified disability.

It is designed to make appropriate changes to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

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

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

Your building assistant principal.

McKinney-Vento

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

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

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

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;* (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth experiencing homelessness have the right to:

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

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

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

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

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

The McKinney-Vento Dispute Resolution Policy is [available in Attachment A](#).

Each building's School Social Worker is the McKinney-Vento Liaison. School social workers can be found [in our staff directory](#).

Access to Education, Student Privacy, and Immigration

Enforcement

School personnel must not allow any third party access to a school site without permission from the site administrator. The site administrator shall not permit third-party access to the school site that would disrupt the learning environment.

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

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

1. Request identification from the officers or agents and photocopy it.
2. Request a judicial warrant and photocopy it.
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the School.
3. Request and retain notes of the names of the students and the reasons for the request.
 - a. If school site personnel have not yet contacted the students' parents or guardians, do so.
 - b. Do not attempt to provide your information or conjecture about the students, such as their schedule, for example, without legal counsel present.
4. Provide the agents with a copy of this Policy and resolution number.
5. Contact legal counsel for the School.
6. Request the agents' contact information.

7. Advise the agents that you are required to complete these steps before allowing them access to any school site or student data.

Compliance with Other Laws

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