



EXCELSIOR
CLASSICAL ACADEMY

Student and Family Handbook

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Purpose of the Student and Family Handbook

This handbook is intended to serve as a guide to help students and their families come to know about programs and opportunities at Excelsior Classical Academy as well as to set forth basic expectations for students. Please take the time to familiarize yourself with the contents. We are hopeful that the handbook will answer many questions you may have about academics, athletics, transportation, community involvement, health, safety, conduct, and other day-to-day aspects of school life. The handbook describes policies and procedures that students and parents are expected to read and follow.

These policies may be revised or updated periodically, even during the school year. You may find routine updates posted on our website as they occur. If a major policy revision is made, you will be informed by email, mail, and/or all-call. Any student or parent with a question about any handbook policy or statement should feel free to speak with the Administration.

Definitions

Throughout the handbook, the terms listed below will be defined as follows:

Excelsior Classical Academy: CFA, Inc. may be referred to as Excelsior Classical Academy, Excelsior, ECA, or the School.

School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the School; or on a school bus.

School Bus means every motor vehicle leased or owned by the School and operated for the transportation of pupils, teachers, and other persons acting in a supervisory capacity, to or from school or school activities. This includes vehicles privately owned and operated for compensation, for the transportation of pupils, teachers, and other persons acting in a supervisory capacity, to or from school or school activities.

School Function means a school-sponsored extracurricular event or activity.

Student means any child under the age of 21 enrolled in Excelsior Classical Academy.

Parent means parent, guardian, or person in a parental relation to a student.

Employee means any person receiving compensation from the School or any employee of a contracted service provider, whereby such services performed by such a person involve direct student contact.

Volunteer means anyone who comes to the School to offer time and talent to help with classroom activities, fundraising, field trips, tutoring, etc.

Visitor means anyone who is not a regular staff member or student of Excelsior Classical Academy.

School Overview

Mission, Vision, & Values

Mission

Excelsior Classical Academy is a public charter school dedicated to providing excellence and equity in education by developing in every student a foundation of knowledge, a practice of reason, a quality of eloquence, and a habit of virtue, to prepare each student for a lifetime of learning and citizenship.

Vision

At Excelsior Classical Academy, we cherish every student as an individual and we believe in providing an excellent and equitable education for all students. Like Martin Luther King, Jr, we believe the goal of true education is “intelligence plus character.” Our motto is *Eruditio et Virtus*, or Learning and Virtue. Excelsior means “higher” in Latin, and we strive to live up to our name through continuous improvement in academics and character. We help each student aim higher by providing a rigorous, rich curriculum in an environment that promotes responsibility, integrity, diligence, and excellence.

Our students will graduate with:

- Appreciation for beauty and the pursuit of excellence.
- Zeal for fairness and justice.
- Habitual practice of virtues such as honesty, responsibility, integrity, and good judgment.
- High personal expectations and a strong sense of self.
- Knowledge that hard work and perseverance lead to intellectual growth.
- Cultural literacy and a thirst for knowledge and continual learning.
- Discernment, reason, and hunger for truth.
- The ability to communicate clearly and expressively.
- Respectful behavior and a kind attitude toward others.
- Understanding and fulfillment of civic duty.

We value the partnership which exists among school, parents, and community, and we recognize the part it plays in realizing this vision.

Values

Core values serve as a compass for decision-making and social interactions within the school community. They are shared beliefs and ideals that promote a positive and welcoming learning environment. At Excelsior Classical Academy, we are guided by these values:

Equity

- We are kind to all and are considerate of the feelings of others
- We respect each person’s right to dignity and safety
- We work together to create a community that is fair and equitable
- We advocate for all to receive appropriate opportunities, access, and resources
- We provide support where needed

Excellence

- We have expectations of excellence for ourselves and others

- We believe everyone can learn and grow
- We value learning and protect the learning environment
- We recognize that learning can be hard and persevere when it is
- We work to have and encourage a growth mindset
- We strive for mastery
- We hold ourselves accountable
- We are goal-oriented and set goals that are challenging but achievable

Integrity

- We are honest with ourselves and each other
- We take responsibility for our own actions and strive to be our best selves
- We work with diligence
- We are open-minded and listen to the suggestions and opinions of others
- We are reliable and trustworthy
- We are humble in success and failure and graciously acknowledge the successes of others
- We think before acting or speaking and consider the consequences to ourselves and others

Community

- We treat each other with kindness and respect
- We collaborate with others and work together to achieve our goals
- We show appreciation for one another whenever possible
- We show compassion for the struggles and sufferings of others
- We think of others more than self and try to find a win-win outcome
- We are solution-oriented and avoid blaming, complaining, and gossiping
- We choose to serve, looking for ways to help and benefit others
- We practice good citizenship, giving back to our school and community

Motto

ERUDITIO ET VIRTUS (Learning and Virtue)

Mascot

Flying Lions



Hear Us Roar! Watch Us Soar!

Colors

Hunter Green & Gold

School Song

Alma Mater means “Nourishing Mother” in Latin. It is an honorary title given to one’s school, and has come to refer to the school song, as well.

Excelsior’s Alma Mater

Sung to the [tune of *Gaudeamus Igitur*](#), a traditional student song

Words by Cynthia Gadol

Hail to you, Excelsior, our dear Alma Mater.
May your children always soar and bring you honor ever!
Truth and knowledge you have fed us.
Ever higher you have led us.
As our journeys through life unfold,
We will cherish your green and gold.

The [last verse of *Gaudeamus Igitur*](#), to be sung with the Alma Mater at graduation

Alma Mater floreat, Quae nos educavit;
Alma Mater floreat, Quae nos educavit;
Caros et commilitones,
Dissitas in regiones,
Sparsos, congregavit.
Sparsos, congregavit.

School Governance

Board of Directors

Excelsior is a non-profit organization. As a non-profit, the School is governed by a Board of Directors. The Board of Directors has between five and eleven members and the primary responsibilities of the Board include ensuring that the School is achieving its mission, creating and following board policies, overseeing the strategic plan for the School, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. Typically, the Board meets every month on the fourth Thursday of the month and on the third Thursdays of November and December. All board meetings are open to the public and the agenda for each meeting is posted on the School website 48 hours in advance of all regularly scheduled meetings.

Request for Public Comment

It is a fiduciary responsibility and the intent of ECA’s Board of Directors to conduct meetings in an efficient and professional manner. Therefore, as the Board of Directors conducts business at its monthly meeting, it must refrain from engaging in discussion with the audience. However, the Board welcomes public input and any individual may request to be included in the Public Comment segment of the agenda.

To be included in the agenda, a speaker must fill out a public comment form at least 48 hours in advance. All information in the form will be used in the minutes of the meeting and becomes part of the public record under open meeting laws. The Board may also use the information for follow-up with the speaker.

In order to be able to finish all required business at meetings, the Board limits the amount of public comment time for each speaker to two minutes. Comments must be limited to the topic listed on the public comment form. Individuals shall not yield minutes to other individuals.

All public comments are subject to ECA's rules of decorum. The use of profanity, personal insults, or hate speech will result in the immediate cessation of the speaker's time. Please note that it is a violation of law to discuss personnel and private matters in a public meeting. It is also a violation of law to make slanderous remarks or to cast false accusations in a public meeting.

2024-2025 Board Members and Positions

President: Scott Sipe

Vice President: Oshrat Doriocourt

Treasurer:

Secretary: Crystal Scillitani

Members at Large:

Corey Hawley

Christiaan Heijman

Sherri Swan-Nesbit

Dr. Tammy White-Rodman

Rodney Whitaker

The Board has the following standing committees:

- Academic
- Facilities
- Finance
- Fundraising
- Governance and Development

2023-2024 Administrative Team

Executive Director: Dana Coyle

Director of Operations: Kim Carpenter

Grammar School Dean: Karie Daley

Upper School Dean: Fred Pierce

Director of Student Support Services: Melanie Oujua

Director of Facilities and Security: Larry Campbell

Non-Discrimination

Each charter school in North Carolina is open to any student that is eligible to attend public school in the state. Excelsior Classical Academy is a public school that does not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, gender, or gender identity.

Excelsior's Founding Board and Director had the desire from the beginning to make sure anyone who wants to attend Excelsior has the opportunity and to ensure that the School represents the diversity of the Durham area, and that continues to this day. We provide busing and we offer free lunch and assistance with uniforms for those who qualify financially to remove impediments to enrollment. Our school has a diverse Board, staff, and student population.

Equity Statement

Excelsior Classical Academy desires to be a safe space for all students and staff to live out their purpose while embracing and supporting the goals and vision of excellence. Students and staff of ECA will:

- Respect everyone's dignity
- Engage in difficult conversations while trusting and assuming good intentions
- Listen to everyone's unique perspectives and experiences and share yours
- Invest in the personal growth of children and adults alike
- Examine our biases and endeavor to overcome them
- Foster belonging, connection, and safety

Equal Education Opportunities

Excelsior 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, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

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

1. the school dean or grade level behavior specialist;
2. an immediate supervisor if the individual making the complaint is an employee;
3. the Title IX coordinator, Kim Carpenter for claims of sex discrimination or sexual harassment (see Title for contact information);
4. the Section 504 Coordinator, Melanie Oujua, for claims of disability discrimination; or
5. the Executive Director for claims of other forms of prohibited discrimination.

Compliance with Other Laws

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

School Campus Expectation Policy

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

At Excelsior Classical Academy, we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, class teachers, and the School community. We understand and value the importance of sustaining a good working relationship between our parents and our educators to equip children with the necessary skills for adulthood. We greatly appreciate the commitment that our parents have made in choosing to entrust the education of their children to Excelsior, and thank them for their support of our unique School programming through which we engage our students daily. As we welcome and encourage parents/guardians to participate fully in the life of our School, and so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding, the purpose of this policy is to provide a reminder to all parents, guardians and visitors to our School about their expected conduct. Parents, guardians, and visitors are expected to:

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

In order to support a peaceful and safe School environment, the School cannot tolerate parents, guardians, and visitors exhibiting the following:

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School 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 member, visitor, fellow parent, or student regardless of whether or not the action constitutes a criminal offense.
- Damaging or destroying School property.
- Abusive or threatening emails, texts, voicemails, phone messages, or other written or verbal communication.
- Defamatory, offensive, or derogatory comments regarding the School or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about the School must be made through the appropriate channels by speaking to the class teacher or the administration team, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on School premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs whilst on School property.
- Animals/pets brought onto School premises (except while in cars) without permission. Service dogs are permitted at all times.

Parent and Family Engagement

Parent and family engagement is a priority at Excelsior. Parents are important stakeholders in their child's education. At Excelsior we provide a variety of ways for parents to be engaged and involved. Below are the details of how Excelsior supports parent and family engagement.

Conferences are offered three times a year. At these conferences, parents can learn detailed information about their child's progress. They also have the opportunity to learn about additional ways that they can support their child in and out of the classroom. Teachers provide the information in person as well as online on our website in addition to sending out grade level newsletters. This information can include anything from school updates, new programs and events, and ways that parents can further support the school. The school also communicates with all families monthly through a newsletter. We also use our website, BrightArrow calls, texts and emails, and social media to communicate details of upcoming dates, events, and important information.

Another way we involve parents is through the PTSO, which is the parent organization that supports the school. The PTSO provides a variety of parent committees which allow parents to volunteer and be involved in many ways. The PTSO leaders and parent ambassadors speak to the parents at our annual parent town hall meetings and they advertise their meetings and services throughout the year. The PTSO allows for parents to volunteer and provide feedback and ideas for additional events and programs at the school. Parents are also encouraged to volunteer at the school through school events, field trips, and at lunch. Parents and family members are also encouraged to attend our parent workshops that are held throughout the school year.

Every year the school leadership hosts parent town hall meetings to share information and updates. The information includes but is not limited to school policies and procedures, school goals, academic results, details on events for the year, and ways that parents can support the school. Parents are invited to ask questions at the meeting. Throughout the school year parents have the opportunity to share their feedback by requesting to speak at a board meeting and by taking our annual parent survey. The results of the survey are used to help set goals for the following school year. This feedback is reviewed by the board and the School Improvement Team.

Lastly, the staff at Excelsior play an important role in supporting the parent involvement throughout the year. The staff are expected to follow the school communication policy which guides them through the expectations for how they must communicate with parents. The teachers also participate in school-wide events and are involved in the process of reaching out to parents about volunteering for field trips and other classroom events.

At Excelsior we are fortunate to have many involved parents. We value the partnership we have with our families in fulfilling our mission and realizing our vision.

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 Executive Director or 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. It's important that any concerns you may have are made through appropriate channels as set forth in the student/family handbook which includes speaking to the class teacher, the Executive Director, school Dean or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. We consider the use of social media websites 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 of a child/ren being educated at Excelsior 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, which can be posted on the site, and they provide robust mechanisms to report content or activity which breaches this. The School will also expect that any parent or pupil removes such comments immediately.

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 cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of School bullying in accordance with the Student and Family Handbook and any other School policies.

We may take any of following steps if a parent 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/guardians or visitors that receive consequences based on their behavior shall follow the School's grievance process as set out in the student/family handbook or any other policy established by the School. Students engaged in such activity will be addressed in accordance with the School's student/family handbook.

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

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

Academics & Curriculum

Character Education

Martin Luther King, Jr wrote in an essay in 1947 for his college newspaper when he was 18 years old, “It seems to me that education has a two-fold function to perform in the life of man and in society: the one is utility and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life. ... Education must also train one for quick, resolute and effective thinking. To think incisively and to think for one’s self is very difficult. ... Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals. ... We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.”

At Excelsior Classical Academy, we believe that education is incomplete without the character component. Character education will be integrated into daily lessons and emphasized through our student creed, our honor code, assemblies, posters, announcements, and bulletin boards. Students will participate in service learning courses in middle and high school. Teachers and staff will model the behaviors and character traits we wish to instill in our students.

Grammar School

At Excelsior, students in Kindergarten through fifth grade learn and recite our Student Creed.

Student Creed

Our Student Creed is a reminder and a promise to each other about the ways in which we must act and treat each other if we are to be the school we strive to be. Our student creed is as follows:

- I will treat others as I would like to be treated, with kindness and respect.
- I will respect the rights and property of others.
- I will be honest and responsible.
- I will be a good citizen of my school, doing what I can to make it a place of learning and growth.

Our Grammar School Counselors lead our program of Social-Emotional Learning, Move This World, and teach the first five of the Seven Habits. ¹

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, then to Be Understood

The Counselors focus on character traits and virtues like citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility. Our teachers strive to model the Seven Habits and to find teachable moments when reading biographies or stories to emphasize these traits.

¹ Steven Covey, *The 7 Habits of Happy Kids*, Simon & Schuster, New York, 2008

In Grammar School, our teachers also use “Teach-tos” to explain behavior expectations and how to meet them. We teach, practice, and reteach as needed. We use the acronym SOAR to help our students understand the expectations for each activity and location in the school or at school functions.

Show Self-control

Own it – be responsible

Act safely

Respect yourself and others

Upper School

In grades six through eight, we continue with the 7 Habits², covering Habits 6 and 7 in grades six and seven and doing an overview in eighth grade.

- Synergize
- Sharpen the Saw

Their Counselor gives lessons in Social Emotional Learning from Character Strong. The School Creed is posted in classrooms and recited daily.

Honor Code

Excelsior’s high school students abide by an Honor Code. Having honor means that you do what is right, even when no one knows and even when it is hard or inconvenient. The purpose of this Honor Code is to promote a value for honor, to communicate the meaning and importance of character and integrity to all members of the school community, and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. This code is based on five core values: honesty, trust, respect, fairness, and responsibility.

Honesty: Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

Trust: Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which, in turn, allows scholarly inquiry to reach its fullest potential.

Fairness: Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

Respect: Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

Responsibility: Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

Student Honor Pledge

“As an honorable member of Excelsior Classical Academy, I promise to uphold the Honor Code of my school to promote honor, integrity, and responsibility in myself and others. I pledge not to lie, cheat, steal, be disrespectful of people or property, or use technology inappropriately.”

² Steven Covey, *The 7 Habits of Highly Successful Teens*, Simon & Schuster, New York, 2014

Reporting of Honor Code Violations

Each Excelsior student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students and staff of Excelsior are responsible for familiarity with and support of the Honor Code. Any staff member may charge a student with a violation of the Honor Code. Charges are presented to the Grade Level Dean.

Lying: Purposefully being dishonest or misleading to a fellow student, teacher, or administrator.

Cheating: Receiving unauthorized help on work; copying another person's work or answers on assessments. Asking other students to provide information such as questions posed or material covered on tests, quizzes or other assignments already taken or completed by the other student. Cheating on any assignment, quiz, or exam will result in a zero entered for the grade and parents will be contacted by the teacher.

Plagiarism: Passing off another's work or ideas as your own or intentionally failing to cite sources for information that is not widely known. Ignorance of proper citation procedures is not an acceptable excuse for failing to cite sources. Plagiarizing is a form of cheating. Plagiarism includes:

- Excessive parental assistance on homework or projects.
- Forgery or falsification of documents.
- Lying, outwardly and/or by omission.
- Aiding others who are violating the School Honor Code.
- Taking property that does not belong to you without permission.
- Not abiding by the rules and/or guidelines outlined by the School Technology Handbook.

Students found plagiarizing will be given a zero for the assignment. In the case of the first offense, the student will be given the opportunity to rewrite the assignment for half the credit. Upon subsequent offenses, the student will receive a zero with no opportunity to make up the assignment.

Stealing: Taking another person's belongings or ideas (plagiarism) without permission or providing proper citations.

Being Disrespectful of People or Property: Being rude, defiant, or unkind to another person; vandalism or misuse of school property.

Inappropriate Use of Technology: Loading unauthorized programs, viewing non-approved websites on school laptops, or using school computers or any devices at school to threaten, abuse, or insult others by email, chat, messages, or on social media.

Academic Honesty

Academic honesty is required by Excelsior and any form of academic dishonesty is a violation of the school's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating; working with another person(s) without permission, copying someone else's work, sharing your work with others, unauthorized use of notes or books on examinations, tests, or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments, or any other work without the approval of the instructor; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts or ideas as one's own without proper citation. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

Promotion and Retention Policy and Academic Standards

Grades K-8

All students will be expected to master the grade level material each year. The teachers at Excelsior will be responsible for assessing each student throughout the school year in order to track their progress towards mastery. If a teacher has a concern about a student's academic progress or behavior they will refer the student to the Multi-Tiered System Support (MTSS) Team. The MTSS Team includes the grade level School Counselor, the MTSS Coordinator, the Director of Student Support Services, Interventionists, and the grade level Dean. The MTSS Team will discuss the teachers concern and will then create an intervention plan. The teacher will communicate the details of the plan with the parents.

If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the School Dean and the MTSS Coordinator. If necessary, the teacher, parent, student, and MTSS Coordinator will meet to discuss the details of the student's academic progress and an additional intervention plan will be put in place. Any student being considered for retention must have already been referred to the MTSS Team. Parents/guardians will be notified by April 15 if a student is at risk of retention. At the end of the school year the Executive Director and the School Dean will review all of the data in the student's MTSS file and a final decision will be made about the promotion or retention of the student.

Third Grade Read to Achieve

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

Grades 9-12

Students enter the 9th grade upon promotion from the 8th grade.

To be promoted to the next grade level in high school, students must meet the following requirements.

Promoted to Grade	Requirements
10	Students must have earned 6 units, one of which must be English I.
11	Students must have earned 12 units, two of which must be English I & II
12	Students must have earned 18 units, three of which must be English I, II & III

State Testing

All School students in grades 3-12 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 I EOC
- Science EOG

High School

- Math 1 EOC if taking Math 1 in high school
- English I
- Biology
- Math 3 EOC
- ACT

ESL Students Only (Grades K-12)

- ACCESS

Schedule Changes

Middle School

Middle School schedules contain five core classes, ROAR, and fine arts electives. Changes may be requested only for elective classes. All requests for schedule changes must be made in writing to the grade-level Counselor within the first ten (10) days of the semester. The requests will be reviewed and any changes will be made based on the academic reason for the requested change, student data, and space availability in a class.

High School

If a student needs to change any of the courses on their schedule, it must be done prior to the first day of school. ECA will set aside dates for schedule change requests.

The only acceptable schedule change requests are as follows:

- Wrong/Inappropriate level (Honors/AP v. Standard)
- Missing class period or some other scheduling error
- Failed prerequisite
- Already taken and passed course

Students are advised that alternate selections may be substituted for primary selections. Students should not choose an alternate course if they are not genuinely interested in that course.

A full class schedule is required in grades 9-11. **All students are required to register for seven (7) units and two (2) alternates for next year.**

The student's schedule will become final at the end of the registration period. No changes will be made after that time, except for level placement, when necessary or any of the aforementioned acceptable requests in the Schedule Change Policy.

Students who do not finish the registration process (complete with parent signature) will be placed in courses by their counselor; no changes will be made to selections made by the counselor due to incomplete registrations.

Per 16 N.C. Admin Code 06D. 0309, "Public school students may drop a course with a required EOC test within the first 10 days of enrollment in a semester block schedule or within the first 20 days of enrollment in a yearlong traditional schedule.

Student Files

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 US Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

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

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

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

Generally, 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.

Right to Know Under the Every Student Succeeds Act

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

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications
- The School Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- The Title I Parent Involvement Plan and School Parent Involvement Plan
- School Report Card

The Protection of Pupil Rights Amendment

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

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 1. Political affiliations or beliefs of the students or student's parent
 2. Mental or psychological problems of the students or the student's family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
 7. Religious affiliations, beliefs, or practices of the students or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by 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

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

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

Exceptional Children

The mission of Excelsior'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 process, Excelsior offers a free appropriate public education to each of its students with special needs. This includes the Occupational Course of Study courses to our high school students if determined to be appropriate by the student's IEP Team. Further information about occupational course of study courses can be found at the OCS website maintained by the North Carolina Department of Public Instruction: <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/occupational-course-of-study>.

Child Find

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

First Amendment Rights and Religion

Excelsior Classical Academy is dedicated to recognizing and protecting the First Amendment rights of students and staff. The First Amendment of the United States Constitution states, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

Consistent with the Constitutional principles and the guidelines issued by the United States Department of Education and the State of North Carolina, Excelsior recognizes that schools may not endorse specific religious practices or doctrines, nor may they coerce participation in religious activity. School administrators and teachers may not organize or encourage prayer exercises in classrooms. The right of religious expression in school does not include the right to have a captive audience listen, or to compel students to participate. Equally important, nothing in the First Amendment converts our public schools into religion-free zones, or requires all religious expression to be left at the schoolhouse gate. Schools may not discriminate against private religious expression by students.

Excelsior recognizes that the citizens of our area practice many different religions and denominations. Excelsior recognizes that there are citizens of our area who practice no religion or profess non-religious beliefs. Respecting all citizens of this community, Excelsior shall not be hostile to any religion or to the advocacy of no religion, and shall not aid, foster, or promote one religion, religious theory, or belief system against another. Excelsior shall be neutral in matters of religious theory, doctrine, and practice. The United States Constitution and the North Carolina Constitution protect the right of an individual to choose his or her own religious or non-religious beliefs and prohibit any governmental action that may advance or inhibit such beliefs. The First Amendment mandates governmental neutrality among religions and between religion and non-religion.

It is Excelsior’s purpose to adhere to Constitutional principles and promote mutual understanding and respect for the interests and rights of all individuals regarding their beliefs, values, and customs; and to have a policy that requires official neutrality on the part of teachers, administrators, other school employees, and volunteers regarding religious activity when acting in their official capacities.

It is the policy of Excelsior to comply with existing state and federal laws, including case law, regarding religion and religious expression in public schools. Specifically, it is policy to

- a) allow students and employees to engage in expression of personal religious views or beliefs within the parameters of current law
- b) maintain appropriate respect regarding religious freedom in the school environment
- c) maintain the school’s official neutrality regarding religious issues
- d) neither advance nor inhibit, neither promote nor denigrate, any religion or religious belief, non-belief, viewpoint, expression, or practice

During Instructional Time

Instructional time is that time when the student is required to be actively engaged in a learning activity, including instructional activities in the classroom or study hall, and when student attendance is required,

including homeroom and required school activities outside the classroom whether during or outside regular school hours, excepting those activities specifically described below.

- a) Students shall have the right to express their ideas and beliefs, including religious belief or non-belief, and shall not be prohibited from expressing personal religious or non-religious beliefs or be penalized for doing so, during instructional time, unless the expression does cause or reasonably could lead to substantial disruption of or material interference with the operation of the school, school work and discipline, or other students' rights, or violates school rules.
- b) Student conduct or expression that may not be prohibited in homework, classroom discussions, presentations, or assignments, unless it violates the standards above, includes but is not limited to:
 - Submitting homework, artwork, or other assignments with religious belief or non-belief content;
 - Giving class presentations with religious belief or non-belief content that are relevant to the curriculum and matter being discussed;
 - Making religious belief or non-belief remarks in the ordinary course of classroom discussion so long as the verbal expressions are consistent with the subject matter being taught.
- c) Teachers and other school officials should evaluate homework and classroom work with content regarding religious belief or non-belief consistent with ordinary academic standards of substance and relevance, as well as other legitimate pedagogical concerns.
- d) While students have the right to give educationally relevant classroom presentations on religious topics or engage in other religious or non-religious expression during instructional time, they do not have the right to exceed the reasonable time limits imposed by the teacher or compel other students to participate in religious exercises. Students should not conduct religious ceremonies or exercises during instructional time. No student should be coerced to participate in religious activity.
- e) During classroom discussion, the school employee must maintain official neutrality and be careful, in responding to students' questions or comments, not to advocate or encourage acceptance of the employee's religious or non-religious belief or perspective.

During Non-instructional Time

Non-instructional time is that time set aside by the school before actual classroom instruction begins or before attendance is required or after classroom instruction ends. The term includes time between classes and during lunch and recess times.

- a) Students may express their ideas and beliefs, including religious belief or non-belief, to other students during non-instructional time, and free exercise of religious practices and freedom of speech by students during non-instructional time shall not be denied unless the expression does cause or reasonably could lead to substantial disruption of, or material interference with, the operation of the school, school work and discipline, or other students' rights, or violates school rules.
- b) Student conduct or speech of a personal religious or non-religious nature that may not be prohibited unless it violates the standards above, includes, but is not limited to:
 - Reading religious texts, including the Bible, or other scripture
 - Saying grace before meals
 - Praying
 - Discussing religious or non-religious views with other students, provided persuasive speech does not constitute harassment
- c) School officials may reasonably regulate the time, place, and manner of student conduct and speech during non-instructional time. Such regulations shall not be based upon or discriminate against the religious content of the conduct or speech. Reasonable regulations shall include, but shall not be limited to:
 - Students shall not engage in activities that prevent passage in the hallways, rooms, entrances and exits, and sidewalks of the schools;

- Students shall not engage in activities that cause a disruption of the ordinary operation of the school;
- Students shall not force other students to listen by shouting.

During and In School-Sponsored Expressive Activities

School-Sponsored Expressive Activities include publications, theatrical productions, school assemblies conducted during the school day at which student attendance is mandatory, and other expressive activities supervised by faculty members and designed to impart particular knowledge or skills to student participants and audiences, whether or not they occur in a traditional classroom setting.

- a) School officials have authority of editorial control over the style and content of student speech and expression in school-sponsored expressive activities that students, parents, or members of the public might reasonably perceive to bear the imprimatur of the school, so long as their actions are reasonably related to legitimate pedagogical concerns.
- b) School officials are entitled to exercise greater control over this form of student expression to assure that the views of individual speakers are not erroneously attributed to the school.
 - School officials may disassociate the school from speech that would impinge upon the rights of others;
 - School officials may refuse to sponsor student speech that might reasonably be perceived to associate the school with any position other than neutrality on matters of political controversy;
 - School officials may act to assure that audiences are not exposed to material that may be inappropriate for their level of maturity;
 - School officials may disassociate the school from speech that would substantially interfere with its work;
 - In exercising this authority, school officials may take into account the emotional maturity of the intended audience in determining whether to disseminate student speech on potentially sensitive topics.
 - Attendance at school-sponsored expressive activities may be excused consistent with policy section b on student religious apparel below.

Student Religious Apparel

Bearing in mind that Excelsior students are required to wear uniforms according to the Uniform Policy, certain religious expression is permitted.

- a) Within the limits of the Uniform Policy, students may wear jewelry which contains written or symbolic religious expression unless it is obscene or does cause or reasonably could lead to substantial disruption of or material interference with the operation of the school, school work, and discipline, or other student's rights, or violates school rules. The reasonable expression of a religious belief or opinion that is contrary to another student's belief or opinion about the subject, in and of itself shall not constitute interference with student rights.
- b) Students may wear religious headgear such as head scarves or skull caps in colors that coordinate with the uniform (navy, hunter green, yellow, red, white, or black).

School Calendar, Holidays, and Attendance

Excelsior's Board of Directors and School Administrators shall take into account the possible effects of religious holidays of all faiths on school attendance when planning school calendars. When possible, examinations and other major events will not be scheduled on such holidays.

- a) Holidays
 - Teachers may teach about the significance and origin of religious and secular holidays and their historical and contemporary value, as long as the instruction is unbiased and objective and is without indoctrination.

- Teachers may display religious symbols that are a part of a religious holiday as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.
 - Music, art, drama, and literature having a religious basis or theme that is a traditional part of the cultural and religious heritage of a particular holiday is permitted as part of the curriculum in the classroom studying those traditions and as part of a school-sponsored activity, assembly, or program observing the traditions of the holiday, provided that it is presented in a prudent, neutral, and objective manner.
- b) Attendance
- A student is permitted to miss school for two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent. A written document signed by a parent or guardian explaining the absence must be presented to the student's teacher within three days of the student returning to school after the absence. The absence will be excused and the student will have the opportunity to make up any tests or other work missed due to the excused absence for a religious observance. In the event a student wishes to be excused for more than two days for observance of a religious event, a prior written request must be presented to the Executive Director for consideration.
 - School officials will give careful consideration to written requests that students be excused from specific activities deemed objectionable on religious grounds. If such a request is approved by the Executive Director, an alternative activity will be provided for the student.

Religion and the Curriculum

It may be said that one's education is not complete without a study of comparative religion or the history of religion and religion's relationship to the advancement of civilization. The study of the world's major religions is part of Excelsior's curriculum.

- a) Teachers may not instruct about religion in a sectarian, indoctrinating manner. Instruction about religion for secular educational purposes and not for indoctrination is permitted.
- b) Teachers may include religion's role in appropriate subjects in the curriculum, such as literature, the arts, the humanities, comparative religions, and history. When teaching about religion, teachers shall use fairness and objectivity; they shall not criticize or denigrate a particular religion or religious belief or endorse or promote or teach specific religious beliefs in an indoctrinating manner.
- c) Material, such as literature, music, drama, and the arts, that convey religious messages may be used in instruction and the curriculum provided it is intrinsic to the learning experience in the field of study and is presented objectively. The Bible and other religious texts may be used in an appropriate study of history, the humanities, comparative religions, the arts, and literature so long as they are used in an objective non-indoctrinating manner, without promoting belief or non-belief.
- d) The emphasis on religious themes in the arts, literature, the humanities, and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs. Instruction shall not be tailored with the purpose or primary effect of instilling religious beliefs in or denigrating religious beliefs of students.

Specific Exercises in the School

- a) Moment of Silence
 - A moment of silence not to exceed one minute in duration may be observed at the commencement of the first class of each day in all grades.
 - The purpose of the moment of silence is to afford students and teachers a moment of quiet reflection at the beginning of each day, to create a boundary between school time and non-school time, and to set a tone of decorum in the classroom that will be conducive to discipline and learning.

- The moment of silence shall be totally and completely unstructured and free of guidance or influence of any kind from any source.
 - Silence shall be maintained and no one shall engage in any other activities.
- b) Prayer
- A student may pray silently at any time or audibly on his or her own free time during non-instructional time during the school day if the prayer is totally voluntary and unofficial and the student does not interfere with teachers, school activities, or other students, as set forth in section b under the heading During and In School-Sponsored Expressive Activities above. It is the policy of Excelsior not to prevent or otherwise deny participation in constitutionally protected prayer in public schools.
 - No person is required to participate in prayer.
 - Officially sanctioned prayer during the school day and prior to, during, or after athletic and other extracurricular events, whether led or offered by a school employee, clergy, parent, or student, whether non-denominational or not, and whether or not there is provision making participation voluntary and optional, is prohibited as unconstitutional under the Establishment Clause of the First Amendment.
 - Coaches and other school employees may not lead or encourage prayer at either practices or games or other extracurricular school activities.
 - Students may gather for prayers before, during, or after a practice or game, or before, during, or after a rehearsal or performance, so long as the prayers are student-initiated and student-led and as long as students do not pressure other students to participate. Coaches and other school employees may be present at the prayer. Excelsior expects school employees and coaches to demonstrate appropriate respect for and during student-initiated and student-led prayer.
- c) Pledge of Allegiance
- The Pledge of Allegiance shall be recited each day.
 - No person shall be compelled to recite the Pledge of Allegiance, nor criticized, ridiculed, or treated with disapproval upon electing not to recite it.

Constitutional Standard

When questions arise as to whether a specific activity should be permitted, whether in the context of a school-sponsored observance, program, instructional activity, or any other activity involving religious content, ceremony, or celebration, school personnel must ensure that the school system upholds constitutional standards within the religiously neutral role assigned to public schools, and to that end shall consider the following:

- a) What is the purpose of the activity; specifically, is the purpose clearly secular in nature? If the purpose of the activity is not secular, then the activity is unconstitutional and will not be permitted.
- b) What is the primary effect of the activity? Does the activity either advance or inhibit religion? If the effect of the activity is to advance or inhibit religion, then the activity is unconstitutional and will not be permitted.
- c) Does the activity involve an excessive entanglement with a religion or religious group or between the school and a religious organization? If the activity involves an excessive entanglement, then the activity is unconstitutional and will not be permitted.
- d) Does the school's action constitute endorsement of religion, religious belief, or a religious activity? Do school officials involved in the action understand the conduct as endorsing religion and would an observer understand it as endorsing religious beliefs and practices? If so, then the activity is unconstitutional and will not be permitted.
- e) Does the activity coerce a student to participate in religion or the exercise of religion? If so, then the activity is unconstitutional and will not be permitted.

Questions concerning the constitutionality of activities should be forwarded to the Executive Director.

Grading at Excelsior

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

Grading Scale for Grammar School (K-5)

Standards-based grading is used in Grammar School.

4 Student performs **above** the standard

3 Student meets the standard

2 Student meets the standard with support

1 Student does not meet the standard

There is often misunderstanding of standards-based grading. Here is an [illustrated explanation](#) that may be helpful.

Grading Scale for Upper School (6-12)

A 90-100% = 4.00

B 80-89% = 3.00

C 70-79% = 2.00

D 60-69% = 1.0

F 0-59% = 0.00

All Honors level courses will be awarded .5 Quality Points when calculating each student's weighted GPA. All AP and Dual Enrollment courses will be awarded 1 Quality Point when calculating the weighted GPA.

For high school classes with an End of Course (EOC) test, the EOC test score is used as the course's final exam and must count 20% of the course grade.

Graduation Honors

Latin Honors will be noted on graduates' diplomas based on the following standards:

Summa cum laude	4.25+ weighted GPA
Magna cum laude	4.3-4.25 weighted GPA
Cum laude	4.0-4.29 weighted GPA

Excelsior determines class rank using the weighted cumulative average to take into account the extra effort put forth by students taking Honors, AP, and dual enrollment courses. Final class rank is determined at the end of May when the seniors' courses are completed and final grades are determined. Both the Valedictorian and the Salutatorian present speeches at graduation.

“Salutatorian” is the academic title conferred upon the second highest-ranking student in the class. The origin of the word is from Latin *salutatorius* "pertaining to visiting or greeting," from *salutare* "to greet." The salutatorian speaks first at commencement exercises. “Valedictorian” is the academic title conferred upon the highest-ranked student among those graduating from an educational institution, typically based upon the highest cumulative grade point average. The origin of the word valedictorian is the Latin *valedicere*, which means "bid farewell." *Valedicere* in turn comes from *valere*, or "be well," and *dicere*, or "to say." The valedictorian speaks at the end of the commencement ceremony.

Transcripts

Transcripts contain historical courses and grades for high school, both weighted and unweighted GPAs, and class rank. High School courses taken in middle school are exempt from GPA calculation on a student’s high school transcript, as are classes taken Pass/Fail such as ROAR or other non-academic classes or classes with a PC19 grade during COVID.

Transcripts may be requested in person at the main office and require 72 hours advance notice. Electronic transcripts will be provided free of charge and hard copies furnished by the school will be provided for a fee after the first three transcripts. Official transcripts for scholarship applications and final verification to colleges are free and will not count towards the first three transcript requests. Final transcripts as a part of a student’s Common Application are submitted by the high school counselor after the student indicates them as a recommender. An initial/Early Action + Regular Action transcript plus a final transcript will be automatically uploaded to the student’s Common App account.

CFNC is for use in sending digital transcripts to any of North Carolina’s two and four year schools, both public and independent. A student must create a CFNC account, listing their name as it appears in the data system, and then using the Transcript Request option under the Apply to College tab.

Student Letters of Recommendation

Students requesting letters of recommendation must request them a minimum of two weeks prior to the date needed. Staff are not required to write the letter of recommendation but if they agree to do so, they will be expected to furnish the letter to the appropriate party within two weeks.

Day to Day School Operations and Procedures

Attendance

Consistent school attendance is critical to academic success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. It is the intent of the Board to ensure that students attend school every day on time and stay for the full instructional day.

Excelsior depends upon parents/guardians to foster habits of regular school attendance in their children. An annual calendar of school days and holidays is distributed prior to the opening of school each year. Parents are requested to schedule family vacations on school holidays and to make appointments outside regular school hours as much as possible.

At Excelsior, 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 that they missed while they were out of school. Students or parents may arrange to pick up work missed during an absence after they return.

First Day

Parents are requested to make certain students are in attendance on the first day of school. Funding for public schools in North Carolina is based on Average Daily Membership (ADM) for the first twenty days of school. A student is not considered by the state to be “in membership” until the first day the child comes to school that year, regardless of whether the absence is excused or not. A student starting late, after the first day of school, causes the ADM for the first twenty days to be lower for the school year, and Excelsior loses needed funding. Missing the first week (five days) of school, for example, reduces the ADM in the first twenty days and hence the funding for that child by 25%. (Days missed after the first day the student attends are not subtracted from the ADM calculation unless the child is withdrawn from the school.)

Once a parent of a candidate for admission accepts a seat, the new student will be expected the first day of school, or if enrolled during the school year, immediately or on a specified date. Parents are responsible for notifying our staff in advance if their student will not be in attendance as expected. Students who are registered for school but do not appear the first day of school or when expected will be subject to the following procedures:

- a. Attempts will be made to contact the parents using all contact information given in the registration packet, including the emergency contacts to find out if the student intends to enroll.
- b. If no contact or confirmation is made, an administrator or assigned staff member will continue to follow up throughout the day.
- c. Attempts will continue for 72 hours. If no contact is made within that time, the student will be disenrolled and will have to go back through the application process if they wish to attend. A student on the waiting list will fill the roster slot.

Excused Absences

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

- Personal illness or injury;
- Quarantine under the direction of a county or city health officer;

- Medical, dental, optometric, or chiropractic appointments
- Attendance at funeral services for a member of the immediate family:
 - Excused absence in this instance shall be limited to one day if the service is conducted in North Carolina or three days if the service is conducted out of state.
 - "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister, or any relative living in the student's immediate household.
- Appearance in court
- Observation of a holiday or ceremony of his/her religion, in accordance with Board policy 2.12.5
- A "once in a lifetime" family activity that would result in significant educational benefits. **Parents must submit a request for educational leave in advance of the absence and the Executive Director or School Dean must approve the request in writing.** Responses for the appropriate school level may be submitted using the Request for Absence Due to Educational Opportunity form. https://docs.google.com/forms/d/e/1FAIpQLSdvinwy9NkhIC43eo40ibQBsi564xHNip5i86Q7dDc8q74sKQ/viewform?usp=sf_link
- Inclement weather conditions

All absences not listed above are unexcused.

Absences must be documented to be considered excused. Please do your best to inform the school of your child's absence by emailing the Data and Records Manager by 9:00 am. At any point in the year that a student's excused absences are for an illness or injury, the Dean may require a statement from the student's physician in order to excuse future absences. This action will automatically be recorded in PowerSchool. Absences will be considered Unexcused if a student misses school for any other reason or if the proper documentation is not provided for the absence within 7 days of the absence. Absences will be handled in the following manner:

Number of Occurrences	Action Taken
0-5	No Action
6-10	Contact from School Social Worker and letter home to parent and student
11-19	Required conference with an Attendance Committee that includes the Dean and the School Social Worker- Social Services may be contacted
20+	Parent and student required to meet with the Executive Director, the Dean, and the School Social Worker. Social Services may be contacted

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

Please note that multiple late arrivals and early departures will be addressed by the School Social Worker and School Administration..

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

Grades K-10

Arrive before 12PM or leave for early dismissal after 12PM

Grades 11-12

Students taking dual enrollment or NCVPS classes are not required to be present on Excelsior's campus for those.. Students may be on campus, but they must be assigned to a teacher and a room while they are present.

Classroom Interruptions

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

Parents may not call directly to classrooms. To contact a teacher, the parent may send an email. The parent may also call and leave a message with the receptionist to ask the teacher to call back when the teacher is available.

Late Arrival/Early Dismissal Procedures

Late Arrival to School

Students are expected to arrive at school on time. Students are considered tardy if they are not in their classroom by the beginning of homeroom (8:25 AM for Upper School, 8:30 AM for Grammar School). Tardiness is excused only for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. In all such instances, for the late arrival to be excused proper documentation is required within 48 hours. Students tardy due to illness will only be excused with parent communication – in writing via email to michelle.mcalexander@excelsiorca.org.

Early Dismissal from School

Please remember, teachers are still instructing in the classrooms until the end of the school day and early dismissals interrupt instruction.

The latest time a child may be picked up for early dismissal is 3:00PM. Please schedule appointments accordingly and be mindful that students will not be dismissed from the front office after these times, but must be picked up in the car line.

Early dismissals are classified in PowerSchool as tardies in the same way that a late arrival to school appears. Early dismissals are only excused for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. In all such instances, for the early dismissal to be excused, proper documentation from the doctor/dentist's office is required within 48 hours. Early dismissals due to illness will only be excused with parent communication – in writing via email to michelle.mcalexander@excelsiorca.org. Early dismissals for athletics are considered 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 teacher in advance. Parents must sign students out in the main office. Students will only be released from school to authorized drivers for the student. Those NOT listed as an authorized adult on the list can only pick up a student if the School has received a written authorization from the parent for that person to pick up the student. (If someone is listed in PowerSchool as having pickup rights, that means such authorization has been given.) **Proof of identity is required in order to pick up a student, unless the person is known to the receptionist or staff member.**

High school students who drive themselves to school must have a Student Driver Permission, Agreement, and Waiver Form, which includes a contact number for the parent, to the office before school begins to be

released for appointments during the school day. A dismissal slip will be issued to the student after the parent has been contacted and the early dismissal has been verified.

Partial Attendance for Extracurricular, Athletic, and Special Event Participation

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

Grades K-8 – Arrive before 12:00 PM or leave for early dismissal after 12:00 PM

High School - Freshmen, Sophomores, and Juniors must be present for at least half the day.

Make-Up Work for Absences

Students are responsible for, and they are permitted to, make up all work missed during absences. Students are typically given a day for every day of absence to make up their work. In grades 6-12 **the student is responsible for finding out which assignments, quizzes and exams were missed and completing them within the specified time period.** The teachers will work with the student in this process and to provide the student with make-up assignments or exams as needed. Detailed information about make up work can be found in each course syllabus and should be referenced in the event of an absence. Students who are absent due to a suspension from school will be provided an opportunity to complete work and take any examinations missed.

School Hours

Grammar School (K-5)

School hours- 8:30 AM-3:30 PM

Drop off- 7:55-8:25 AM

Upper School (6-12)

School hours- 8:25 AM -3:30 PM

Drop off- 7:55-8:20 AM

Afternoon Dismissal for All

Dismissal to buses- 3:20PM

Car line- 3:30-4:00 PM

Before and After School Care

Excelsior has both Before and After School Care. Students enrolled in Before School Care should be brought to the front of the school which faces North Roxboro Street. Students enrolled in After School Care should be picked up at the front of the school. YMCA employees will meet parents at the front of the school to collect and dismiss children.

Before and After School Care are run by the YMCA, based in Excelsior's Multipurpose Room. Students must be registered with the YMCA before attending Before or After School Care. Before Care is available starting at 7:00AM. After School Care is available starting at 3:30PM and going until 6:00PM.

Before and After School Care can be registered and paid for using the link: [Before/After School Registration](#).

Families can choose to register for the year or the week. They can also choose a 2-, 3-, or 5-day option for After School Care and 3- or 5-day option for Before School Care. (Registration depends on available space.)

Families electing to participate in the Before and/or After-School Care program are expected to follow all policies and procedures as provided by YMCA.

If you have any questions or concerns or if you need help, please email [Chuck Gordon](#) at the YMCA.

Arrival and Dismissal

Car-line Procedures

All car riders must be dropped off or picked up in the appropriate carpool line, following the [procedures outlined by the Director of Facilities and Security](#). Students may not be dropped off in school parking lots.

Car-line Expectations

- For the safety of our students, drivers must refrain from using cell phones while the car-line is active.
- If a Grammar School student rides with a high school student driver, the high school student will go to the sibling's class and get the sibling. Middle school students may go to the high school sibling's car.

Arrival

Students should not arrive on campus or leave their parents' vehicles before 7:55 AM unless they are coming for scheduled meetings with teachers or scheduled tutoring appointments before school or are enrolled in Before School Care.

Dismissal

Excelsior uses SchoolPass to assist with dismissal. All families will receive a SchoolPass number. Students may be picked up only by an authorized adult who must have the student's SchoolPass number.

- To add someone to the list in PowerSchool of people who are authorized for school pick-up, the parent must authorize in writing, from the parent's email, for the person to pick up the child. The email should be sent to michelle.mcalexander@excelsiorca.org. The person picking up should be given the student's SchoolPass number and be sure to have a valid photo ID to show in the car-line.

Students must be supervised at all times while on campus, and late pick-ups can infringe on the time of staff members. After-school time needs to be preserved for our teachers, assistants, and office staff. They deserve to be able to go home after a long day, hold an important meeting, or do some extra work as needed. Although occasional emergency late pick-ups are unavoidable and understandable, Excelsior has the following procedures in place for handling routine late pick-ups.

Car-line pick-up is usually completed by 3:45 PM. Students who are not picked up from the car-line by 4:00 PM will be taken to the front office to be checked out by an authorized pick-up person. The parent or other authorized person must park in Excelsior's front parking lot (NOT in NCEENT's employee parking lot) and walk in to check the child out.

- For the first occurrence, the parent/guardian will have to fill out a Late Pick-Up form, which explains the consequences for subsequent occurrences.
- For subsequent times within a period of a month, the parent/guardian will be charged \$1.00 for every minute after 4:00 pm that staff must wait with the child.

Bus Procedures

Parents may not board the buses.

Morning Routes

Parents must wait with their Grammar School children at the bus stops. Bus riders should arrive at their designated stops ten minutes before the scheduled bus departure time. Bus Drivers must leave at the scheduled time and will not stop at an unauthorized stop to pick up a student who is late.

Afternoon Routes

All bus riders are dismissed to their buses ten minutes prior to the end of the school day.

Grammar School students may not be dropped off at their bus stop in the afternoon unless their parents are there to meet them. Upper School students may get off at the bus stop without a parent waiting. If a parent of a Grammar School student is not there by the scheduled time of arrival, the bus driver will complete the route and return to the school. The parent will be contacted and must come promptly to the school to pick up the child. If this happens more than one time, for the additional times parents will be charged \$1 a minute from the time the bus reaches the school.

Walkers

Students may only be considered “walkers” if they live in the area near the school, walk to or from their parent’s place of employment or a city bus stop, or have permission to walk to or from a specific nearby address. Parents of students that walk from nearby homes, parent work-places, or addresses are responsible for the safety of their child until the child arrives on campus. Walkers must have a completed and signed Walking Waiver form registered with the school office.

NCEENT has informed Excelsior that students may not be picked up in their back (staff) or front (patient) parking lot.

Student Drivers

All Excelsior students are classified as “minors” for School purposes even if they are over 18 years of age. In order to be able to drive to school, students must have a completed and signed Student Driver Permission, Agreement, and Waiver Form registered with the school office.

Student drivers must pay an annual \$75 parking fee to park in the student parking lot. To reserve a parking space, please see the Director of Operations, Kim Carpenter.

Third Party Transportation Providers (Uber/Lyft)

Consistent with Excelsior’s carpool procedures, any person picking up a student in the carpool line must provide Excelsior 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 has been able to reach the parent by phone to confirm the pick-up.

Excelsior does not condone students leaving campus in third-party car services (outside of child after school care providers) and, specifically, ridesharing services whose own policies explicitly prohibit minors from using them such as Uber and Lyft. School will not allow any student to be picked up from school in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services from the school. NCEENT has also informed Excelsior that they will not allow students to walk to their front or back parking lot to be picked up by a ride sharing service.

School Communication

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.

- All parent communication will come through email, weekly newsletters, and PowerSchool (BrightArrow notifications for all, student schedules, grades, and attendance for Upper School). Grades K-5 will receive their weekly newsletter via email.
- All emails sent to staff that require a response will be returned within 24-48 business hours. Phone calls will be returned within 24-48 business hours. If a parent has an urgent or time sensitive matter to discuss with a teacher or administrator, it is recommended that they call the front office and leave a message. Our teachers and administrators do not consistently check their email during the instructional day as teachers are expected to be teaching, not on their email while students are in class.
- The school does not communicate through Facebook, or any other social media sites, regarding personal matters, questions, or concerns. All school-related questions should be asked in person, over the phone, or in an email.
- The Excelsior website is the school's main source of information. Please refer to the website first with any questions regarding policies, procedures, or dates of school functions.
- Schoolwide email newsletters will go to the parent emails in PowerSchool approximately once a month.
- Student communication will come through school email or Canvas for grades 6-12. Excelsior encourages students to handle any questions or issues directly with their teacher either in person or via messaging by email or in Canvas. Starting in 7th grade all students will be expected to communicate directly with their teachers about any classroom assignments, tests, or grades. Parents are expected to encourage their students to take personal responsibility for their learning.
- Parents should communicate with members of the School staff ONLY through their school email address, via the class app, over the phone, or in person. School staff members are not permitted to communicate directly with parents or students through text messaging. We ask that all parents please respect the staff by not communicating late in the evenings or on the weekends. A healthy work/life balance is as important for the School staff as it is for our School families.

Uniform Policy

The uniform policy at Excelsior Classical Academy makes clear what clothing is appropriate and acceptable for school and simplifies getting ready in the morning.

- Uniforms promote unity and school spirit.
- Uniforms help remove distinctions of class, wealth, cliques, and gangs.
- Uniforms make it easy to identify unauthorized visitors to the school and keep track of students on field trips.
- Uniforms take the focus off fashion and trends and allow a stronger focus on academics.
- Students and teachers can get to know who a student is by his or her words and actions, rather than what he or she wears.
- Uniforms can reduce the number of items of clothing purchased for the school year, reducing the cost.
- Styles do not vary much from year to year, and may be handed down or purchased second-hand.

All students are expected to be in uniform while at school (except at athletic events, plays, concerts, or other evening events at school) or on school field trips, except as allowed under the policy.

Kindergarten-Eighth Grade

Uniform Items and Colors

Lands' End

Basic Uniform Items	
Pants, shorts, skirts, skorts, jumpers	Navy, khaki, plaid*
Polo shirts	Evergreen, maize (yellow), white, classic navy, red
Dress shirts/Blouses	White
Sweaters, vests, fleeces	Evergreen, maize, classic navy, red
Ties	Plaid*

Flynn O'Hara

Basic Uniform Items	
Pants, shorts, skirts, jumpers	Navy, khaki, plaid*
Polo shirts	White, classic navy, red
Dress shirts/Blouses	Yellow, white
Sweaters, vests, fleeces	Navy, red
Ties	Plaid*, striped†

Tommy Hilfiger

Basic Uniform Items	
Pants, shorts, skirts, jumpers	Navy, khaki, plaid*
Polo shirts	White, classic navy, red, yellow
Dress shirts/Blouses	White
Sweaters, vests, fleeces	Navy, red

French Toast

Basic Uniform Items	
Pants, shorts, skirts, jumpers	Navy, khaki, plaid*
Polo shirts	White, classic navy, red, green
Dress shirts/Blouses	White
Sweaters, vests, fleeces	Navy, red, green

Other Uniform Vendors

Basic Uniform Items	
Pants, shorts, skorts, skirts, jumpers	Navy, khaki
Dress shirts/Blouses	White

Additional Items (may be purchased at Lands' End, Flynn O'Hara, Tommy Hilfiger, French Toast, or elsewhere)	
Tights, leggings	Solid colors: Hunter green, yellow, navy, red, opaque skin-tone, white, black, khaki; leggings and tights may not be worn as pants

Hair accessories	Hunter green, yellow, navy, khaki, black, white, red, plaid*
Belts	Brown, black, navy, khaki, hunter green, plaid*
Backpacks, lunchboxes	Any color

*Excelsior’s plaid is navy, hunter green, and black with thin red and yellow stripes.

†Excelsior’s striped tie is navy and hunter green with thin red and yellow stripes.

To ensure uniformity of color and style, Excelsior has chosen four suppliers, Lands’ End, Tommy Hilfiger, French Toast, and Flynn O’Hara. Uniform items may be purchased from Excelsior’s custom Lands’ End, Tommy Hilfiger, French Toast, Flynn O’Hara, or Spirit Store website, or second-hand at one of our uniform swaps. Plaid items, polos, sweaters, vests, and fleeces **must** be purchased from Lands’ End, Tommy Hilfiger, Flynn O’Hara, French Toast, or ECA’s Spirit Store. Uniform bottoms and other items may be purchased from other vendors as long as they comply with the uniform rules and guidelines. Please see our uniform guide for clarification on correct colors and styles.

Rules

- All polo shirts, knit dresses (not sleeveless jumpers), and non-Spirit Store sweatshirts must have the school logo on them. Lands’ End, Tommy Hilfiger, French Toast, and Flynn O’Hara have our logo and will apply it.
- **Each uniform item must be labeled inside with the owner’s name in case it is misplaced.** It is especially important that coats, sweaters, sweatshirts, and other frequently removed items are labeled. Found items that are not labeled will be donated to the uniform closet bank.
- Clothes must be clean and fit properly. Pants and shorts must be worn at the natural waist/hips. Clothing must not be bleached, cut, dyed, folded, rolled, or tied up at the waist, written on, or otherwise altered except in compliance with uniform rules.
- Shorts, skirts, jumpers, dresses, and skorts must be no higher than mid-thigh. Waistbands must not be rolled or folded over. Jumpers must be worn with uniform shirts or blouses. We recommend that skirts, jumpers, and dresses be worn with leggings, tights, or shorts such as bike shorts to allow students to be active and comfortable.
- Jacket, sweater, and sweatshirt hoods are not permitted to be worn over the head during school, and hats are not allowed during school. (Religious headgear is exempt from this policy, as indicated in section 3 of the First Amendment Rights and Religion policy.)
- Colored underclothes should not show through shirts. Solid white or matching undershirts may be worn under shirts. Long-sleeved undershirts should not be worn under short-sleeved uniform shirts. Prints, writing, or graphics on shirts worn under uniforms must not show. Leggings and tights must be solid colors.
- Shoes must have closed toes. No slides, slippers, or flip-flops are allowed. Heels must be one and a half (1.5) inches or less. Shoes must be kept clean. Crocs are allowed only in sport mode (with straps around the back of the foot).
- Uniform fleeces, sweaters, sweatshirts, hoodies, and vests may be worn during school. Other outerwear must be kept in lockers or hung up in classrooms and not be worn during school.
- All ages may wear plaid* or striped† school ties. Plaid ties are available from Lands’ End, French Toast, and Flynn O’Hara. Striped ties may be purchased through from Flynn O’Hara.
- Jewelry and other accessories must not block visibility for other students or be too large, noisy, or distracting.
- Backpacks and lunchboxes may be purchased anywhere and any color is allowed. While wheeled backpacks are allowed, they should not be rolled inside the school due to noise problems and tripping hazards. (Accommodations can be made for students with injuries or other reasons for difficulties in carrying a backpack.)

Special Days

Certain uniform rules will be relaxed on Fridays and occasionally for Spirit Days, International Days, special grade/class events, certain field trips, or Olympic Days. Days in addition to Fridays when uniform rules are

relaxed will be announced by school or grade newsletter, phone alert, e-mail, and/or website. Any student not participating in the theme or special dress activity must wear the school uniform.

Certain rules will still apply for any attire worn to school. Bare midriffs, low-cut tops, sheer or mesh materials, strapless tops, spaghetti straps, miniskirts, short shorts, clothing with non-school graphics or writing, and low-riding pants are not allowed.

Fridays

On Fridays, students may wear regular uniforms if they choose or may wear Excelsior t-shirts with uniform bottoms or blue jeans. Excelsior t-shirts can be purchased through the school Spirit Store. Only school t-shirts are permitted. Students may also wear a uniform shirt with jeans or uniform bottoms. Jeans must be plain, well-fitting, traditional denim blue jeans with no embellishment. Students may wear jeans with holes in them, but the holes must be below mid-thigh.

Athletic apparel for P.E

Grammar school students wear school uniforms during recess and P.E. Upper School students should change out to school-approved tee shirts and shorts, which may be purchased from the school Spirit Store. Students must wear knit shorts in black or navy under skirts and jumpers if not wearing tights or leggings. Students may change to athletic shoes for P.E. P.E. uniforms should not be worn outside of P.E. class.

Assistance in Obtaining Uniforms

Families who meet annual Federal Poverty Guidelines may request financial assistance from the school in obtaining uniforms. Families who qualify will receive a school t-shirt, four uniform shirts with logos, and a sweater or fleece jacket for each student. Special attention will be given to helping children considered homeless under the McKinney-Vento Homeless Assistance Act to obtain uniforms.

High School

At Excelsior, we want to keep the advantages of a uniform policy while allowing our high school students a bit more flexibility. High school students may wear regular uniforms as described in the K-8 policy, but may also wear Excelsior T-shirts and spirit wear each day, and they have additional options for bottoms.

Additional options for High School students

Pants, shorts, skirts, skorts	Solid color jeans, sweatpants, joggers, chinos; any color, no spandex; no leggings as pants
Spirit wear	School Spirit Wear (from Spirit Store or Uniform vendor only)
T-shirts	School shirts, school club, activity, team, or college t-shirts/sweatshirts
Sweatshirts, hoodies	Must be uniform or School Spirit Wear
Letter Jacket	Green and gold, ordered from Herff Jones

Certain rules still apply for any attire worn to school. Bare midriffs, low-cut tops, sheer or mesh materials, strapless tops, spaghetti straps, miniskirts, short shorts, clothing with non-school graphics or writing, and low-riding pants are not allowed.

Consequences for violating Excelsior Uniform and Dress Code Policies

Failure to comply with the School’s uniform policy and/or dress code are violations of the Student Code of Conduct. Please see Student Code of Conduct section in the Handbook for full list of consequences; however, the following are specific to violations of dress code only:

- Any student out of uniform/dress code must correct the uniform infraction or contact a parent to bring appropriate uniform attire.

- Upon the second uniform violation, an Upper School student will receive a uniform infraction form to be signed by a parent. A Grammar School student will have a uniform infraction form sent to a parent by email. Students must correct the infraction or a parent must be contacted to bring appropriate uniform attire.
- Should a student continue to violate the uniform/dress code policy, more severe consequences will be imposed.

School Directory

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

Caring for Our School

We believe that children learn best in an orderly environment.

Teacher Responsibilities

1. Ensure that students have orderly places to work.
2. Supervise students in taking care of their classrooms, cubby areas, and outdoor spaces.
3. Supervise children in the cleaning of all items that cannot be vacuumed in all areas that you use.
4. Check to be sure all recess equipment has been collected at the end of recess.
5. Wash tables down every morning with provided cleansers and paper towels.
6. Wash tables down after lunch every day.
7. Have students pick up visible trash off the floor.
8. Assist students in placing chairs on tables every night.
9. Lock doors and windows each night.
10. Hang lost and found up on the lost and found racks.
11. Turn off lights, including string lights, lamps, etc. at the end of the day.

Student Responsibilities

1. Stack chairs on tables at night.
2. Clean up project and art areas.
3. Clean up after eating lunch or snack
4. Put away all recess equipment from their grade.
5. Pick up trash on the floor including small pieces of paper, staples, paper clips, and thumbtacks.
6. Put away books and supplies.
7. Attend to plants and animals in the classroom.
8. Pick up trash when eating or playing outside.

Lunch and Snack Guidelines

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all schools with federally funded school meal programs develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year (PL 108.265 Section 204). While Excelsior will not be participating in a federally funded school meal program, we saw fit

to develop wellness policies to address a number of concerns. The number of overweight children in the U.S. has grown dramatically while children's physical activity is declining as they get older. These trends have health and financial consequences. A healthy school environment goes beyond meals served. A healthy lifestyle and maintaining a healthy weight require a combination of healthy food choices and an appropriate amount of physical activity. The healthy, physically active child is more likely to be academically successful.

This policy addresses healthy foods and eating habits at school.

Healthy Eating in Grammar School

Candy and other foods of minimal nutritional value will not be given routinely to students during the school day. Such foods may be given to students, after their lunch period is over, for occasional special events.

All Grammar School students at Excelsior will be given the time for one snack a day on a full day. Snacks will be eaten in the classroom. All snacks in nut-free classrooms must be nut free. Parents and students are encouraged to pack a healthy snack and all-class snacks should fit within the [ECA Snack Guidelines](#).

Lunch will be eaten in the classroom or outside. After lunch all teachers must wipe down tables with the spray provided by the school. Students may not be responsible for wiping down the tables after lunch.

Teachers and staff should encourage all students to wash their hands before and after lunch. All trash from lunch must be disposed of in the designated classroom trash can.

The Kindergarten and first grade students will have their recess period first, followed by their lunch period. Studies have shown that early elementary students consume more of their lunches when their lunch period follows their recess period.

Excelsior's teachers will discourage students from sharing their food or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Parents are encouraged to provide healthy food choices or non-food items for birthday treats at school. School birthday treats will not be given until after the lunch period is finished.

Food provided free as refreshments for potlucks, parties, picnics, teacher appreciation breakfasts or luncheons are not subject to this policy. Healthy food choices are recommended.

Healthy Eating in Upper School

As students get older, they are given more autonomy and responsibility for themselves. Snacks in Upper School are generally not provided for a whole class or grade by parents. We encourage students who bring lunches from home to bring healthy options.

Lunch and snacks are eaten in the classroom, outside, or in the commons areas.

The vending machines in the high school commons area are turned on only before school, during lunch, and after school.

Teachers will discourage students from sharing their food or beverages with one another.

Students are expected to clean up after themselves whether in the classroom, outside, or in the commons areas. We encourage students to separate their trash from recyclable materials.

Food for School Events

School Events

When bringing food for school events, all food must be purchased at the store and for nut-free classrooms must be nut free.

Food fundraisers may be held, with prior approval and after the end of each school day, on school holidays, or weekends. Approved high school fundraisers may be held during the SOAR Lunch block.

Classroom Events

Consideration for any classroom allergies must be given if outside food is to be used or eaten in the classroom by the whole class.

Student Event and Field Trip Fees/Payments

Throughout the year, the school holds several sponsored events as well as field trips. Parents will be required to complete the permission slip and submit payment by the designated date for their child to be able to attend. There are no refunds and full payment will be expected by the payment deadline as the school is expected to pay for tickets well in advance of field trips and is unable to get a refund.

Financial Assistance

If there is a financial hardship in the family, the parent should contact Director of Operations, Kim Carpenter. The Director of Operations will communicate directly with the parent regarding financial assistance that can be provided for each event, fee, or trip.

School Event Eligibility

Students may not attend a school sponsored event (clubs, field trips, overnight trips, dances, athletic games etc.) if they have any outstanding fees due – including but not limited to technology, device repairs, club dues, athletic fees, etc. If a student has outstanding fees, the Upper School Dean will not sign any form for that student to another school's prom. Seniors will not be eligible to walk at graduation unless all fees have been paid.

Fundraising and Dues

Fundraising Request Procedures

All organizations, clubs, grade levels, classes, teams, or organizations are required to get approval before announcing or starting a fundraiser.

- a) Complete [ECA Event/Fundraising Request Form](#) to request approval for a fundraiser.
- b) The fundraising requests from the form will go to the Business Office for approval.
- c) The club, class, grade, team, or organization will be notified whether the fundraiser is approved. Once approval is obtained, fundraising activities may take place within the constraints of this policy.

Dues and Fees

- a) Clubs and organizations may collect dues to be used for payment of national dues and/or club administration and projects.
- b) Club or organization sponsors or treasurers must issue receipts for any amount over five (5) dollars, according to the Money Collected from Students policy. One copy should be given to the payer, one should be turned in to the business office with the corresponding funds, and one should be kept with club or organization records. The Director of Operations can provide a receipt book.
- c) Departments or clubs may collect entrance fees for events such as plays, concerts, and athletic events. No receipt is necessary, but procedures outlined in the Activity Funds section of the Access to Funding board policy must be followed.

Collecting and Handling of Money

Money collected by students for fundraisers should be only by a check written to the school or by donation into a school account in a fundraising platform. For the protection of students collecting money, donations should not be in cash.

Fundraisers such as bake sales on campus supervised by a school employee may accept cash.

When funds are collected, they should be counted by two people together, one of whom must be a school employee, and a form should be filled out in ink indicating the amount that will be turned in to the school office. The school employee should turn the funds in to the school office.

Depositing and Accessing Group Funds

All funds raised or collected by classes, grade levels, departments, teams, school clubs, or organizations must be turned into the Business Office for deposit in the school account. The Business Office will keep records of deposits into each group's account within the overall account. Group funds may be accessed in accordance with the Purchases policy by the dean, athletic director, coach teacher, grade level chair, department head, or club/organization sponsor.

Field Trips

Field trips are an important part of enhancing a student's learning experience. School provides field trip opportunities that provide academic value or community building time for our students. Field trips and overnight trips are a privilege at Excelsior. Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

No Excelsior student will be permitted to leave a field trip early except in the case of an emergency or unless sent back to school or home for disciplinary reasons. All students must remain with the group for the duration of the field trip. Due to the responsibilities of a chaperone to supervise the students in their care, we are not able to accommodate bringing additional children that are not in the designated class or course. Students may leave directly from the field trip location with their parent chaperone at the end of the trip.

No refunds will be given for students that become ineligible to attend the trip or leave the trip early due to behavior or discipline concerns.

Personal Items

Excelsior will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. 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.

Lockers

Students in grades 2 through 12 will be assigned a locker at the beginning of the year. All items stored in lockers on the School campus are subject to search at any time.

If a student chooses to bring a lock to use on the locker, the student must provide the combination to the homeroom teacher. If this is not provided, the lock will be cut off.

Destruction of School Property

A student shall not intentionally cause or attempt to cause 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 that the student has damaged or destroyed. Students who have outstanding fines may be prohibited from all non-required activities (i.e. athletics, dances, parking, field trips, etc.)

Student Deliveries

To protect the integrity of the classroom environment, we do not accept the delivery of flowers, fast food, or gifts for students. Parents who bring items for students (lunches, athletic equipment, etc.) should be aware that we do not deliver items to students, but they may pick up items in the office at lunch and after school. Every effort should be made to refrain from dropping off forgotten items. Only lunches, needed medications, athletic uniforms on game days, eyeglasses, or any item that would affect the student's health, ability to participate in class, or the performance of a group of students will be accepted in the front office. Homework, Chromebooks, additional coats, or umbrellas will not be accepted unless there are extenuating circumstances. We believe in encouraging student responsibility and would ask parents not to come back to the school with forgotten items.

Parents bringing lunch to school, whether from home or purchased food, should arrive no later than 11 am, so that the child's lunch may be placed in the appropriate class lunch basket to be delivered with the other lunches. If it arrives after 11, your student may not receive it at lunch time.

Inclement Weather Procedures

The Executive Director, in cooperation with the Director of Facilities and Security, the Transportation Coordinator, and the rest of the Admin Team, will make all decisions regarding school delays or closures due to inclement weather. Although we often follow the local school district, we are not required to. School cancellation, a delayed opening, or an early release will be communicated through text, email, and possibly

call to all parents and staff through the BrightArrow app in PowerSchool and on our social media sites. The information will also be posted on our website at Excelsior.CFAcademy.School and on the WRAL site.

Additionally, the Executive Director can 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. To opt in to the BrightArrow text, please make sure your correct mobile phone number is in PowerSchool and then text YES to 87569.

Emergency Data

Every family must provide Emergency Contact Information to the school. Please communicate any changes to the information throughout the year by emailing Excelsior's Data and Records Manager, [Michelle McAlexander](#).

Parking and Sign-in for School or Classroom Events

Parents attending events during school must park in the back parking lot and sign in with the receptionist in the Connector. **They must not park in the front visitor's parking lot or in NCEENT's staff or patient parking lot.** (NCEENT has informed Excelsior that parents who park in their lot will be towed.)

Parents attending athletic events should park in the back parking lot (not the bus lot) and enter through the glass doors into the back gym lobby.

Visitors

All visitors at School must sign in at the front office. All visitors are required to wear a visitor tag while on campus. Once a visitor has checked in, they will then be escorted to their destination. All visitors must abide by the policies set forth in this handbook at all times. Parents, grandparents, and siblings are welcome to join their student during the lunch hour by prior arrangement. Please contact your child's teacher if you would like to come for lunch so they can plan accordingly and/or let you know of any changes to their daily schedule.

Volunteers

A school volunteer is a person who is willing to give personal time, talent, wisdom, and experience to help the school further its mission of excellent and equitable education. School volunteers may help teachers or office staff, chaperon field trips, or work directly with students.

Benefits to the School

Excelsior is very appreciative of the generosity of the volunteers at our School. Excelsior's Board and Staff are grateful to those who so unselfishly give of themselves. The presence and help of school volunteers provides many benefits to the School. Among these are:

- Positive interaction with the surrounding community
- Improved student achievement and behavior
- Additional services without extra cost
- Increased community understanding and support of the School

Characteristics of a School Volunteer

A volunteer should have:

- A genuine interest in the welfare of Excelsior's students
- A professional commitment to the volunteer activity
- The ability to regularly attend, if involved in ongoing activities
- Willingness to attend training as needed

The staff at Excelsior welcomes volunteers! Parent volunteers contribute greatly to the success of our school. All volunteers must adhere to the volunteer requirements outlined below as 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 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. School strongly encourages parent, grandparent, guardian, and community involvement in our School. The following policy assists our volunteers in being effective, satisfied, and successful Excelsior 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 requirements to serve.

1. All volunteers at Excelsior are required to:
 - a. Have a background check performed through School's third-party vendor on file dated within the last two calendar years. (We want volunteering to be accessible. If the cost of a background check is a burden, please contact our [Director of Operations](#).)
 - b. Complete, sign, and date the Volunteer Policy and Confidentiality Agreement Acknowledgement.
 - c. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.
2. The Director of Operations or designee will review every volunteer application, and approved volunteers are placed on the Authorized Volunteer list before volunteering their services at Excelsior. All administrative staff will have access to the Authorized Volunteer list and will prohibit any person not on this list from volunteering at the School.
3. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.
4. The Director of Operations or 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 Administration will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Administration will 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 person does not have the integrity or honesty to fulfill duties as a volunteer. The Director of Operations shall document the decision.
5. All volunteers must report directly to the School office when they arrive and should sign in as volunteers. The School office will provide a sticker from SchoolPass identifying the volunteer that must be worn until departure.
6. All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by an Administrator or designee.
7. Volunteers work in partnership with, under the supervision of, and at the request of Excelsior administration and staff. Volunteers are expected to abide by all Board policies, procedures, and School rules when performing their assigned responsibilities.
8. 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.

9. 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 for serving as class parent.
10. 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
11. Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.
12. Volunteers are prohibited from administering medications of any kind to students.
13. Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of School personnel.
 - a. 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.
 - b. Volunteers may not take students off School property without the written permission of parents and the knowledge of School personnel.
 - c. Volunteers must leave children not enrolled School at home when volunteering.

Excelsior 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 Excelsior's policies related to such matters.

Parent Concerns

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 Dean.

Resolution of Student Issues

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

1. Student's Classroom Teacher
2. Grade Level Dean
3. Executive Director

School Parent/Student Grievance Procedures

This policy is in place to respond to parent/student grievances. It is expected that any parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If the student/parent is not satisfied with the teacher's response, they should then set a meeting with the grade-level dean. At that meeting, the teacher, student, grade-level and parent must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then meet with the Executive Director. Similarly, if a parent/student disagrees or has an issue with a policy

or procedure at the School, the parent/student should set a meeting with the Executive Director. If the parent/student feels that their issue is still a concern after meeting with the Executive Director and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many issues that a 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 Dean.

Definition of a grievance

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

Time Limits

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

The grievance process

Step 1: If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating 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 parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the Head of the School and to the Chair of the Board of Directors. If the Head 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.

Step 2: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. The Board has a right to designate a Board Panel rather than the full board to address the grievance. The Board also has the right to solicit additional information in reviewing the grievance. The Board or Board panel will generally review the grievance at the next regularly scheduled board meeting provided such meeting is at least ten days after the date the grievance was received by the Board. The Board or Board Panel has the right to decide that it needs additional time to consider the grievance or gather information, and it may defer its decision and schedule another meeting. If the Board (or Board panel) considers the matter should be heard, the parties will be called to meet with the Board or Board panel. At that meeting the Board or Board panel will make a decision on how to handle the grievance. When the Board or Board panel reaches a decision, the decision will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Technology Use at School

While at Excelsior Classical Academy, students will have access to a variety of technology. While we do not ask our families to provide or pay for their devices unless they are lost or damaged, we do ask that all students and parents/guardians sign and adhere to the Technology Acceptable Use Policy.

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.
- A video recording of actions by students may be used by administrators or the Board 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.

Devices with Internet Access or Call or Text Capability

Please do not call or text your child's cell phone during school hours as it is against School policy for students to use them while in school. You may call the school receptionist and request that your child call you from the school phone or leave a message.

Grammar School

Cell phones, Smart Watches, and other devices that call, text, and/or connect to the Internet are not allowed during the school day.

Phones and other such devices should be turned off and put in cubbies, lockers, or backpacks during the school day. Calls during the school day should be made to and from the school phone. Students may call from the classroom phone with permission from the teacher or may get a pass to call from the Dean's office, Counselor's office, or the Receptionist's desk.

Smart watches or any watches or devices that have the capability to call, text, or connect to the Internet are not allowed to be worn or kept on one's person, even if they are in modes such as school or sleep mode that do not allow calls, texts, or Internet access.

Only school Chromebooks or devices that are protected by Go Guardian and other school safety features may be used, and then only in class.

Upper School

Cell phones, smart watches, and other devices that have the capability to call, text, or connect to the Internet must be off or on silent mode and placed in lockers, backpacks, purses, or pockets during the school day. Earbuds or headphones may not be worn during school hours.

Personal devices (Chromebooks, laptops, tablets, or phones) may be used only by high schoolers taking NCVPS or Dual Enrollment classes, with prior permission and under supervision.

The possession of such electronic devices at school or during school events constitutes consent to the search (either in the presence of the student possessing the device(s) or outside that student's presence) and confiscation of the device(s) by ECA personnel.

Consequences

Students who disregard the cell phone/head phone policy during the school day are subject to disciplinary actions, including but not limited to the following options:

- The student may receive a warning and be asked to comply with the policy.
- The phone may be confiscated and held in the Dean's office for the student to retrieve at the end of the school day and the parent will be notified.
- The phone may be confiscated and the parent will receive communication to pick up the phone/device in the front office or desk in the connector.

Additional consequences for violations of this policy may be administered at the discretion of the grade-level Dean and/or Executive Director.

If during state testing a student is found to be in possession of ANY electronic device, it will be reported to the Regional Accountability Office and the device will be held until their investigation is completed.

Internet Safety Policy

It is the policy of School to:

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

Definitions

Key terms are as defined in the [Children's Internet Protection Act](#).

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes:

- (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities;
- (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the staff to educate, supervise and monitor appropriate 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 the disabling or otherwise modifying any technology protection measures shall be the responsibility of the IT Department

The IT Department will provide age appropriate training for students who use the Internet facilities. The training provided will be designed to promote the commitment to:

- (a) The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- (b) Student safety with regard to:
 - i. safety on the Internet
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms
 - iii. cyberbullying awareness and response
- (c) Compliance with the E-rate requirements of the Children’s Internet Protection Act (“CIPA”).

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

Policy Review

This Internet Safety Policy was reviewed and adopted by the Board of Excelsior at a public meeting, following normal public notice, on April 27, 2023.

Student Health, Wellness, and Safety

Notification of Health Conditions

It is the parent's or guardian's responsibility at the beginning of the school year to inform the Executive Director or the child's teacher if there are medical conditions that require special measures such as dietary or activity restrictions at school for the student.

Providing Medical Care to Students

It is within the scope of duty of Excelsior's teachers, including substitute teachers, teacher assistants, student teachers, or any other Excelsior employee

- a) to administer any drugs or medication prescribed by a doctor upon written request of the parents,
- b) to give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil, and
- c) to perform any other first aid or life-saving techniques in which the employee has been trained in a program approved by the State Board of Education.

No employee, however, shall be required to administer drugs or medication or attend life-saving techniques programs.

Any Excelsior employee, authorized by the Board to act under a, b, or c above, shall not be liable in civil damages for any authorized act or for any omission relating to that act unless the act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of the Board or its designee, who has been given the authority by the board of education or its designee to act under b above shall not be liable in civil damages for any authorized act or for any omission relating to the act unless the act amounts to gross negligence, wanton conduct, or intentional wrongdoing.

At the commencement of each school year, but before the beginning of classes, and thereafter as circumstances require, the Executive Director shall determine which persons will participate in the medical care program. Willing employees in areas throughout the School shall receive further training as First Responders.

Self-administration of Medication for Asthma or Anaphylaxis

- a) A student who has asthma or anaphylactic reactions or both may possess and self-administer asthma medication on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events. As used in this section, "asthma medication" means a medicine prescribed for the treatment of asthma or anaphylactic reactions and includes a prescribed asthma inhaler or epinephrine auto-injector. The student's parent or guardian will provide to the school:
 - Written authorization from the student's parent or guardian for the student to possess and self-administer asthma medication.
 - A written statement from the student's health care practitioner verifying that the student has asthma or an allergy that could result in an anaphylactic reaction, or both, and that the health care practitioner prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events.

- A written statement from the student's health care practitioner who prescribed the asthma medication that the student understands, has been instructed in self-administration of the asthma medication, and has demonstrated the skill level necessary to use the asthma medication and any device that is necessary to administer the asthma medication.
 - A written treatment plan and written emergency protocol formulated by the health care practitioner who prescribed the medicine for managing the student's asthma or anaphylaxis episodes and for medication use by the student.
 - A statement provided by the School and signed by the student's parent or guardian acknowledging that Excelsior and its employees and agents are not liable for an injury arising from a student's possession and self-administration of asthma medication.
- b) The student must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the asthma medication and any device that is necessary to administer the medication.
 - c) The student's parent or guardian shall provide to the School backup asthma medication that shall be kept at the student's school in a location to which the student has immediate access in the event of an asthma or anaphylaxis emergency.
 - d) Information provided to the School by the student's parent or guardian shall be kept on file at the student's school in a location easily accessible in the event of an asthma or anaphylaxis emergency.
 - e) If a student uses asthma medication prescribed for the student in a manner other than as prescribed, the School may impose on the student disciplinary action according to the school's disciplinary policy. Excelsior will not impose disciplinary action that limits or restricts the student's immediate access to the asthma medication.
 - f) Permission granted for a student to possess and self-administer asthma medication shall be effective only for 365 calendar days and must be renewed annually.
 - g) Excelsior's Board of Directors, or its members, employees, designees, agents, or volunteers, shall not be liable in civil damages to any party for any act authorized by this section, or for any omission relating to that act, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing.

Diabetes Care Plans

Senate Bill 911-G.S. 115C-47- Care for School Children with Diabetes mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association.

Parents or guardians of a student with diabetes should fill out and submit a parental request form to initiate an Individual Diabetes Care Plan. The school nurse will assist the parents with the development of a plan which contains:

- the parents'/guardians' responsibilities for diabetes care
- the School's responsibilities for diabetes care
- information on the student's blood sugar monitoring, insulin and oral medications, and food/exercise requirements
- the emergency action plan for low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia)

Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.

Child Abuse or Neglect

It is the position of the Board of Directors that students must be afforded the utmost protection in all suspected cases of child abuse and neglect.

State law mandates that any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed as a result of child abuse or neglect must report the case to Child Protective Services. The school employee should also report the suspected abuse to the Executive Director.

Once the suspected child abuse or neglect is reported, the school employee should refrain from further investigation. All questions about reports must be directed to Child Protective Services, not the school. Child Protective Services will determine if abuse or neglect has occurred.

Kindergarten Health Assessment

Students entering kindergarten are required by law to have a health assessment conducted no more than 12 months prior to the date of school entrance. The standard health assessment form (available on the school website or at the school office or authorized medical provider), which is completed by the authorized medical provider, must be presented to the school prior to enrollment. If the record of the health assessment is not received by the school within the first 30 days from the first day of attendance, the principal is required by law to exclude the child from school on the 31st day until such evidence has been presented by the parent/guardian(s).

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 presenting symptoms of a reportable disease is present. In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act.

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

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

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.
- **Fever:** The Executive Director/guardian of any student with an oral temperature >100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without medication.

- **Head Lice (Pediculosis):** The parents of any student found with lice will be notified and asked to pick up their student. If the student is unable to be picked up and must remain at school, he/she will remain in the nurse's office until a parent can pick the child up. The parent may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** Student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until physician's approval is given and student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.
- **Nausea, Vomiting, Diarrhea:** The parent of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.
- **Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. The student is allowed to return to school on approval of a physician. May return when treatment has begun, has minimal drainage & student is able to keep hands away from eyes.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever free for 36 hours.

If a student has a communicable disease, including HIV/AIDS, hepatitis B, tuberculosis, etc.; the parents are encouraged to notify the school nurse. This information will be kept confidential in accordance 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 the student himself where appropriate) of an infected or immunodeficient student of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

Immunizations

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

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

Kindergarten Required Vaccines

Vaccine	Number Doses Required Before 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 up to date on all the vaccines required for kindergarten entry.

In addition:

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

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

Garrett's Law

North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papillomavirus (HPV), and their vaccines.

The flu is a highly contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. Symptoms include: fever (usually high), headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. The flu vaccine is generally effective in preventing cases of the flu, so it is recommended that the pros and cons of taking the vaccine be discussed with the student's physician.

Meningococcal meningitis is another respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. The Advisory Committee of Immunization Practices recommends vaccination for college-aged students.

With any contagious respiratory illness the best method of prevention is good health habits. It is important to stay at home when sick. Avoid close contact with people who are sick, cover mouth and nose with tissue when coughing or sneezing, avoid touching eyes, nose or mouth and wash hands to protect from germs.

Human Papillomavirus is a common virus. Nearly everyone will get HPV at some point in their lives. More than 42 million Americans are infected with types of HPV that cause disease. About 13 million Americans, including teens, become infected each year. HPV is spread through intimate skin-to-skin contact with someone who has the virus, even if they don't have signs or symptoms. Certain HPV types can cause some cancers. Early HPV immunization helps prevent those cancers from occurring.

Information about influenza (the flu), meningococcal meningitis, and Human Papillomavirus (HPV) and their vaccines may be found at:

[Resources for schools](#)

[Meningococcal meningitis](#)

[Influenza](#)

[Human Papillomavirus](#)

Medication Administration

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

Rationale

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

North Carolina State Recommendations

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

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

Self-administration of Medications in School

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

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

- A. The student's parent must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
 - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
 - b. Self-administration of required medications is part of the student's treatment plan
 - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
 - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student's parent must submit a completed "**School Request for Medication Administration in School**" form
- C. The parent must provide to the School backup medication that will be kept in the health office to which the student has immediate access in the event the student does not have the required medication.
- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate "Individualized Health Care Plan" (IHCP) will be completed by the school nurse in partnership with the parent and student.
- E. The student must demonstrate to the school nurse the knowledge, competence, and skills necessary to self-administer medication.
- F. Students will be required to sign a "**Student Agreement for Self-Carried Medication**" form acknowledging their role in self-carrying as well as a commitment to communicate to school staff when he/she is experiencing difficulty or adverse reactions. The student will agree to keep their medication secure.
- G. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

Food Allergy Guidelines

Introduction

A food allergy is a potentially serious immune-mediated response that develops after ingesting or coming into contact with specific foods or food additives. Any life-threatening allergic reaction to food usually takes place within a few minutes to several hours after exposure to the allergen. Eight foods account for over 90 percent of allergic reactions in affected individuals: milk, eggs, peanuts, tree nuts, fish, shellfish, soy, and wheat (Sampson, 2004 & Sicherer S., 2002). Although most allergic reactions are attributed to these eight foods, any food has the potential of causing a reaction. In addition, school settings may contain non-food items such as arts and crafts materials that contain trace amounts of food allergens. Many products used in the school setting may contain food proteins.

Cross-contamination can occur when an allergen is transferred from one item (utensils, pots, pans, countertops, surfaces, etc.) to another. When preparing, handling, and serving food, it is critical to make sure that food preparation and serving utensils are not exposed to allergens for the safety of children with food allergies. Allergic reactions can occur with trace exposure to food allergens. Strict avoidance of allergens and early recognition and management of allergic reactions are important to the safety of children with food allergies at risk for anaphylaxis. Anaphylaxis is defined as “a serious allergic reaction that is rapid in onset and may cause death” (Simons, 2008). Anaphylaxis includes a wide range of symptoms that can occur in many combinations and is highly unpredictable.

It is estimated that four out of every 50 children have a food allergy (Gupta, R, 2011) and children with food allergies are more likely to experience other allergies. Children with the diagnosis of asthma may be more likely to experience an anaphylactic reaction to foods and be at higher risk of death. In case studies of fatalities from food allergy among pre-school and school-aged children in the United States, nine of 32 fatalities occurred in school and were associated primarily with significant delays in administering epinephrine, the only lifesaving treatment for anaphylaxis (Sicherer S. & Mahr, T. 2010). Epinephrine is available through a physician’s prescription in an auto-injectable device. The severity of one reaction does not predict the severity of subsequent reactions and any exposure to an allergen should be treated based on the child’s Food Allergy & Anaphylaxis Emergency Care Plan (plan can be printed from <http://www.foodallergy.org/faap>)

Signs and Symptoms of an Allergic Reaction

Body System Sign or Symptom

- **Mouth** Tingling, itching, swelling of the tongue, lips or mouth, blue/gray color of the lips
- **Throat** Tightening of throat, tickling feeling in back of throat, hoarseness or change in voice
- **Nose/Eyes/Ears** Runny, itchy nose; redness and/or swelling of eyes; throbbing in ears
- **Lung** Shortness of breath, repetitive shallow cough, wheezing
- **Stomach** Nausea, vomiting, diarrhea, abdominal cramps
- **Skin** Itchy rash, hives, swelling of face or extremities, facial flushing
- **Heart** Thin, weak pulse; rapid pulse; palpitations; fainting; blueness of lips, face, or nail beds; paleness

Treatment of Anaphylaxis

Epinephrine is the first-line treatment in cases of anaphylaxis. Other medications have a delayed onset of action. Epinephrine is generally prescribed as an auto-injector device that is relatively simple to use. Anaphylaxis can occur immediately or up to two hours following exposure to an allergen. In approximately one third of anaphylactic reactions, the initial symptoms are followed by a delayed wave of symptoms two to four hours later. This combination of an early phase of symptoms followed by a late phase of symptoms is defined as a biphasic reaction. While initial symptoms respond to epinephrine, the delayed biphasic response may not respond to epinephrine and may not be prevented by steroids. Therefore, it is imperative that following the administration of epinephrine, the student be transported by emergency medical services (EMS) to the nearest hospital emergency department even if the symptoms appear to have resolved. Because the risk of death or serious disability from anaphylaxis itself usually outweighs other concerns, existing studies clearly favor the benefit of epinephrine administration in most situations. There are no medical conditions which absolutely prohibit the use of epinephrine when anaphylaxis occurs (Boyce, 2010).

Banning of Specific Foods

School-wide bans of specific foods may not render the school environment safe because there is no method for ensuring that the allergenic food does not inadvertently enter school grounds. Bans can create a false sense of security, which can lead to less responsible approaches to effective management strategies, education, and emergency responses. Banning offending foods detracts from the school's responsibility to plan properly for children with life-threatening food allergies and to educate all school personnel accordingly. It may also limit the opportunity to teach children with allergies to take care of themselves in environments where they may be exposed to allergens at any time. Schools need to consider how to develop a plan that over time will best meet the needs of all students and prepare them for self-management and advocacy as they transition from Kindergarten through Grade 12. School options may include establishing allergen-free zones, such as a child's individual classroom, and food-free zones, such as libraries and music rooms, as well as enforcing relevant school policies, such as those that prohibit eating on the school buses. Individual student and family privacy needs and preferences should be considered in determining appropriate plans. Not all students or families will need or want to use an allergen-free zone during the school day.

Responsibilities of the Parent of a Student with Severe Anaphylactic Symptoms

1. Teach the child to:
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Communicate with school staff as soon as he/she feels a reaction is starting.
 - c. Carry his/her personal epinephrine auto-injector when appropriate.
 - d. Not share snacks, lunches, drinks, or utensils.
 - e. Understand the importance of handwashing before and after eating.
 - f. Report teasing and/or bullying that may relate to the child's food allergy.
 - g. Express the seriousness of the allergy to adults and peers.
 - h. Communicate symptoms as soon as they appear to the school and teacher.
 - i. Encourage education on label reading and ingredient safety.
 - j. Administer his/her own epinephrine auto-injector and be able to train others in its use.
 - k. Develop awareness of his/her environment, including allergy-controlled zones, and practice age-appropriate behavior regarding health and safety.
2. Inform the school of your child's allergies prior to the opening of school (or as soon as possible after diagnosis). All food allergies must be verified by documentation from a physician or physician's designated licensed extender (Nurse practitioner [NP] or physician's assistant [PA]).
3. Sign a Mutual Exchange of Information Release for school personnel to consult with family physician/allergist and all medical providers. Work with the school team collaboratively to develop the Emergency Health Plan for medical accommodations, in the classroom, at lunch, in after-care programs, during school sponsored activities, and provide an Emergency Health Care Plan. Medical information from the child's treating physician must be provided as needed to write the Plans. (A licensed physician is defined as a doctor of medicine [MD] or a doctor of osteopathy [DO].) The Plan should promote increasing age-appropriate independence (ages 8 -18) as the student grows and matures. In determining age-appropriate independence the student's ability to function autonomously is considered.
4. Complete and submit all required medication forms.
5. Provide the school with current cell phone, pager, etc. and maintain updated emergency contact numbers and medical information.

6. Provide the school with up-to-date emergency medications (including Epinephrine) so they can be placed in all required locations for the current school year. Medications must comply with Excelsior's medication policy of proper labeling and expiration.
7. Consider providing a medical alert bracelet for your child. Nationally accepted bracelets may be found at: Medic Alert, 1-800-432-5378 www.medicalalert.org
8. Complete appropriate forms requested by Transportation or other appropriate departments and/or programs
9. Provide Epinephrine on field trips and go on your student's field trips if possible and if requested.
10. Provide a list of foods/ingredients to avoid.
11. Provide safe snacks for your student's classroom so there is always something your child can choose from during an unplanned special event.
12. Encourage your child to wash hands before and after handling food. Encourage child to identify the allergy controlled zone when eating and to utilize easy access to soap in or near classrooms.
13. Inform the school of any changes in the child's Life-threatening Food Allergy status. Provide the school with the physician's statement if the student no longer has food allergies.

Responsibilities of the Student with a Life-Threatening Allergy

These responsibilities depend on the age of the student. However, it is important to help the student learn self-advocacy and self-protective measures as early as possible.

1. To develop a relationship with the health technician and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school. (Trusted adults are people who respect your feelings, will listen and help work out a solution to any problem you may have. Trusted adults will provide guidance and support.)
2. To use proper hand washing before and after eating and throughout the school day.
3. To avoid sharing or trading of foods or eating utensils with others.
4. To take responsibility for avoiding food allergens.
5. To not eat anything with unknown ingredients or known to contain any allergen.
6. To avoid putting anything in your mouth such as writing utensils, fingers, or other foreign objects.
7. To be proactive in the care and management of their food allergies and reactions based on his/her developmental level. Learn to recognize personal symptoms.
8. To notify an adult immediately if he/she eats something that may contain the food to which he/she is allergic.
9. To notify an adult if you are being picked on or threatened by other students because of the food allergy.
10. To keep emergency epinephrine with you, in the nurse's office, or in the classroom. If the student is authorized to carry the emergency medication with them at all times, he/she will demonstrate responsibility of this practice by completing the skills checklist with the school nurse (found in the appendix within the Epinephrine SelfAdministration Authorization packet for Anaphylaxis).
11. To develop an awareness of their environment and their allergy-controlled zones.
12. To know the overall Emergency Health Care Plan and understand the responsibilities of the plan.
13. To develop greater independence to keep themselves safe from anaphylactic reactions.
14. To attend (if age appropriate) the Health Care Plan (Severe Allergy) and/or 504 Plan meetings so that self-advocacy and food allergy/intolerance knowledge will continue to increase with age.

Responsibilities of the Administrator

1. To have available the appropriate allergy forms to the parent and explain that the required forms must be returned and approved by the health technician prior to the child attending school.
2. Meet with parents and listen to their needs and concerns.
3. The district cannot guarantee a child's 100% safety from food allergen exposure but will ensure that the appropriate safety measures will be put into place to provide as safe an environment as possible.
4. The school will present the parents with a HIPAA compliant Authorization for Mutual Exchange of Information for signature to provide needed communication between the supervising physician and school for effective implementation of the plan.
5. Establish a core team of Parent, Administrator, Teacher, Student, Health Technician, Food Coordinator, and other personnel deemed necessary to make decisions about food allergies.
6. Create an emergency action plan for addressing life-threatening food based allergic reactions with the consulting health technician, student's parent(s)/guardian(s), and physician.
7. Ensure school-wide mandatory in-service training and education on reducing life-threatening allergy risks, recognizing food allergy symptoms, and emergency procedures for appropriate staff to include, but not limited to the following topics:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epinephrine.
 - Specific steps to follow in the event of an emergency. g. Reinforce a no-food and no-utensil trading /sharing best practice will be encouraged.
8. Ensure that the School Nurse in consultation with suggestions from students' parent(s)/guardian(s) and the physician or designated licensed extender will prepare the Emergency Health Care Plan for medical accommodations.
9. Ensure the Emergency Health Care Plan for medical accommodations is available in the health technician's office and a student's homeroom at the elementary levels and in the health technicians' office at the secondary levels.
10. Recommend that parents/guardians attach a photograph of their student with a Life-threatening Food Allergy to their Emergency Health Plan for medical accommodations.
11. When appropriate, students are allowed and encouraged to carry their Epinephrine on them, as allowed by the School's Administration of Medication Policy and SelfAdministration Medical Permission Form.
12. Ensure that information is in an organized, prominent and accessible format for a substitute teacher with the universal symbol displayed for ease of access. A bright colored label will be on the outside of sub folders (MEDICAL ALERT). The medical issue will be filled in specific to the student.
13. Instruct and reinforce with facilities personnel to develop cleaning protocol to ensure that the threat of allergens is minimized and has designated food allergen controlled zones.
14. Establish procedures to ensure letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Allergy (K-5) and school-wide for secondary students. This will be carried out in accordance with patient confidentiality regulations.
15. Post the school's emergency protocol on Life-Threatening Allergies in appropriate locations, i.e. main office and other areas as designated by the building administrator.
16. Notify staff of the locations of Epinephrine in the school.

17. A contingency plan will be in place using designated building staff and understood by all staff and students in the event the health technician is not in the office or in the building. Staff will call 911 in all instances of Epinephrine administration.
18. Create/review/update school policies and procedures/training on a periodic basis to ensure students' needs are being met.

Responsibilities of the Teachers

1. Knowledge of the signs and symptoms of severe allergic reaction as provided in the student's health care plan, and is aware of and implements the emergency plan if a reaction is suspected.
2. Review the Emergency Health Care Plans for medical accommodations in a setting with the health technician and parent(s)/guardian(s) of any student/s in your classroom with life-threatening allergies along with relevant staff members.
3. Participate in professional development training about students with life-threatening allergies including demonstration on how to use the Epinephrine.
4. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
5. Notify parents by written communication of any school related activity that requires the use of food in advance of the project or activity. (Learning activities will be controlled as much as possible) Limit use of food for instructional lessons.
6. Collaborate with administration, health technician, and parents to send out letters to all parent(s)/guardian(s) of students in a class with an individual with a Life-Threatening Allergy announcing potential classroom food/snack limitations.
7. Reinforce appropriate classroom hygiene practices/hand washing before and after eating.
8. Visually assess classroom/activity environment for potential risks, food residue. Use separate wash buckets and cloths with school-approved cleaning agents solely for the cleaning of food allergen controlled zones.
9. Respond immediately to reports of students being teased or bullied about their food allergies.
10. Follow Emergency Health Care Plan and call 911 when life-threatening allergy related symptoms occur.

Communication

All communication in these matters will be through the school administration to the parents in a particular class or to the school population as a whole. Parents of children with life-threatening allergies should communicate directly with the school administration to provide information as needed to school community members. This will assist the school staff in maintaining a clear and consistent message through the administration at all times.

Resources

Boyce. (2010). Guidelines for the diagnosis and management of food allergy in the United States: Summary of NIAID-Sponsored expert panel report. *Journal of Allergy and Clinical Immunology*, 1105-1118.

Gupta, R. S. (2011). The prevalence, severity, and distribution of childhood food allergy in the United States. *Pediatrics*, e9-e17.

Sampson, H. (2004). Update on food allergy. *Journal of Allergy and Clinical Immunology*, 805- 819. Sicherer, S. (2002). Food allergy. *Lancet* (360), 701-710.

Simons, E. S. (2008). Anaphylaxis epidemic: Fact or fiction? *Journal of Allergy and Clinical Immunology*, 1166-8.

Sicherer, S. M. (2010). Clinical Report: Management of food allergy in the school setting. *Pediatrics*, 1232-1239.

Say Something Anonymous Reporting System

When it comes to preventing and intervening in a crisis, early information is a crucial component. One of the best ways that school communities can ensure that information is given thoroughly, quickly, and effectively is to implement an anonymous reporting system and the supplemental training and practices that support full-scale use.

Students Have Knowledge

Experts agree that students usually know more about threats of violence from other students than adults do. The information that students have is crucial to a meaningful, timely response to a potential crisis. In order for them to share that information they must have a trusted means to do so and the training to know when to use it.

North Carolina Legislation

Per [G.S. 115C-105.51](#), the NC Center for Safer Schools supports a statewide student anonymous safety tip application - [Say Something Anonymous Reporting System](#).

Adoption in North Carolina

School districts and Charter Schools statewide are working with [Sandy Hook Promise](#) to offer training to school-level staff and students on the free online app where secure and anonymous safety concerns can be reported to help at-risk individuals before they hurt themselves or others. Statewide rollout of Say Something began in 2019 and districts and schools continue to adopt the system.

Student Discrimination, Harassment, and Bullying Policies

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

Excelsior takes all complaints of discrimination, harassment, and bullying seriously. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the School's policies for Title IX and VII matters.

A. Reporting by Employees or Other Third Parties

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of School Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy must report the offense immediately to an appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

B. Complaints Brought by Alleged Victims of Discrimination, Harassment, or Bullying

1. Filing a Complaint

Any individual who believes that he or she has been discriminated against, harassed, or bullied in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy is strongly encouraged to file a complaint orally or in writing to the following individuals as applicable:

- a. a school counselor, teacher, dean, or executive director of the School for any claim of discrimination, harassment or bullying, including those based on religion and Title VI complaints;
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- d. any member of the Board if the alleged perpetrator is the Executive Director.

2. Time Period for Filing a Complaint

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

3. Informal Resolution

The School acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The School encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence or complaints by a student of sexual harassment perpetrated by an employee. Informal procedures may be used only if the parties involved voluntarily agree. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time.

C. Process for Addressing Complaints of Alleged Incidents of Discrimination, Harassment, or Bullying

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection B.1. shall immediately notify the Executive Director who shall designate an individual to conduct an investigation and respond to the complaint, such individual may be a school employee or outside consultant.
- b. As applicable, the investigator shall immediately notify the Title IX , or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and the alleged perpetrator.
- d. Written documentation of all formal reports and complaints, as well as the school system's response, must be maintained in accordance with the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.
- e. Failure to report, investigate, and/or address claims of discrimination, harassment, or bullying may result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of the Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, deemed likely to have relevant information. The alleged perpetrator shall be notified of the general nature of the allegations. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.

If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, the matter will be treated outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.

- b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the

complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system.

c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Notice to Complainant and Alleged Perpetrator

a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:

- 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
- 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
- 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

b. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).

c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as set forth in School policy. If the corrective steps involve actions outside the scope of the investigator's authority, the Executive Director or designee will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

d. The alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or School policies by his or her actions, and what, if any, disciplinary actions or consequences may be imposed upon the perpetrator in accordance with School policy. The perpetrator may appeal any disciplinary action or consequence in accordance with School policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.

4. Appeal

a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the Executive Director. The appeal must be submitted in writing within ten days of receiving the notice of the results of the investigation. The appeal must state with particularity whether the complainant is appealing (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the School's response to any violation, including the appropriateness of any remedial measures taken by the district. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the

complainant believes should have been taken by the district. The Executive Director or designee may review the documents, conduct any further investigation necessary, or take any other steps the Executive Director or designee determines to be appropriate in order to respond to the complaint. The Executive Director or designee shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed. The Executive Director's decision is final.

b. If the alleged perpetrator is the Executive Director or the Executive Director declines to hear the appeal and refers it to the Board of Directors, the complainant may appeal the decision in writing within ten days of receipt directly to the Board of Directors. The appeal must state with particularity whether the complainant is appealing the Superintendent's decision with regard to (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the School's response to any violation, including the appropriateness of any remedial measures taken by the School. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes the School should have taken. Upon receipt of the appeal, the Board Chair shall appoint a panel of not less than two members of the Board to hear and decide the appeal. The panel shall make reasonable efforts to meet and consider the appeal within twenty days after the chairperson refers the grievance to the panel. The panel shall review the complaint on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. At the Board Panel's discretion, they may hold a hearing and ask each party may make a brief oral presentation of no more than twenty minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. If a hearing is held, it will be recorded and shall be held in closed session. The Board panel may affirm, reverse or modify the decision. The Board panel shall use the preponderance of the evidence standard in reaching its decision. The Board panel will provide a final written decision within twenty days after the Board hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

D. Timeliness of Process

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal to the next step within the specified time or to attend a scheduled meeting or hearing under this policy will be considered acceptance of the results of the investigation and the School's response to the complaint, unless the complainant provided notice of the delay and the reason for the delay and the district consented in writing to the delay.

E. General Requirements

1. No reprisals or retaliation of any kind will be taken by the Board or by any School employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy. Disciplinary or other

action may be taken against the complainant or other individual if the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The complainant may be represented by an advocate, such as an attorney, at any meeting with the School under this policy. Should the complainant choose to be represented by an attorney, an attorney for the School may also be present.

4. Nothing in this policy shall prevent the Executive Director or Board from suspending the alleged perpetrator without pay during the course of the investigation or taking any other action deemed appropriate.

F. Records

Records will be maintained as required by School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.

Title IX Discrimination and Harassment Policies For Students and Staff Members

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

It is the policy of Excelsior that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the School regarding the identification, prevention, intervention, and reporting of such antisocial acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School prohibits bullying, discrimination, and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The School will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

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

Sex-based harassment can be carried out by school employees, other students, and third parties. All

students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

2. Retaliation

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

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

B. APPLICATION OF POLICY

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

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of school personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
7. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

C. DEFINITIONS

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

1. Discrimination

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

2. Harassment

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

1. An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)
3. Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence" and "stalking" (as defined by Violence Against Women Act).

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

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

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

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

3. Conduct Not Covered by This Policy

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

TO REPORT A VIOLATION OF THIS POLICY: PLEASE REFER TO THE SCHOOLS TITLE IX REPORTING AND GRIEVANCE POLICY.

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

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

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

The School's Title IX Coordinator is: [Kim Carpenter](#), Director of Operations

1. TRAINING AND PROGRAMS

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

- (1) provide examples of behavior that constitutes unlawful discrimination or harassment;
- (2) teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and
- (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

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

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

The scope of the school's education program or activity;

How to conduct an investigation;

The grievance process including appeals, and informal resolution processes;

How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

Relevance, including how to apply the rape shield protections provided only for complainants.

Moreover, training for Title IX personnel, including the Coordinator, Investigator(s), Decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must

promote impartial investigations and adjudications of sexual harassment. The School will post materials used to train Title IX personnel on their websites for a minimum of seven (7) years after posted, if any, or make materials available for members of the public to inspect.

NOTICE

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

2. TITLE IX COORDINATOR

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

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

3. EVALUATION

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

4. CONFIDENTIALITY

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

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses

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

5. REPORTING TITLE IX VIOLATIONS

1. For Students:

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

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

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

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

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

G. DEFINITIONS

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

1. "Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.
2. "Respondent" is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
1. "Formal complaint" is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant

was participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.

2. "Document filed by a complainant" means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.
3. "Supportive measures" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School's selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

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

The School will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The School shall also comply with the following mandates:

1. The School will offer supportive measures to the person alleged to be the victim (referred to as the "complainant").
2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. The School will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The School will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
5. The School will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
6. A complainant's wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).
7. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the School's Title IX policy, or the alleged conduct did not occur in the School's education program or activity, against a person in the United States, the School must dismiss such allegations for purposes of Title IX. However, the School may still address the allegations in any manner the School deems appropriate under the School's code of conduct or other policies.

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

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

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

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

12. The School's grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

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

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

I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS

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

Upon receiving a report of sexual harassment, the School will provide the complainant, or their advocate, with a written explanation of the interim measures available at the School and through local community resources and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

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

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;

- A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

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

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;
- Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or retake a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

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

- Training or retraining school employees on the school’s responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);

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

Disciplinary sanctions include:

- For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. INVESTIGATIONS

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

The School, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. The School may choose an outside investigator, School employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on the School, not on the parties.
2. The School must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. The School must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).
4. Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.
5. The School shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
6. The School shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. The School shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.
8. The School shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the School’s Title IX policy or did not occur in a school’s education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the School from addressing the conduct in any manner the school deems appropriate.
9. The School may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. The School shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.

11. The School may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. The School shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless the School obtains the party's voluntary, written consent to do so.

K. DECISION-MAKER

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

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

L. GRIEVANCE PROCESS

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

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

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

Investigation. The Title IX coordinator or other School official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to

interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

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

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

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter, and/or
1. Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

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

M. INFORMAL RESOLUTION PROCESS FOR STUDENTS

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

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

N. POLICY APPLICATION

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

McKinney-Vento

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

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

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

(B) includes--

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

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

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

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

Children and youth experiencing homelessness have the right to:

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

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

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

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

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

School McKinney-Vento Liaison: Michelle McAlexander, Data and Records Manager

Code of Conduct

Purpose of the Code of Conduct

Providing an excellent and equitable education is the primary purpose of Excelsior Classical Academy. The Board of Directors of Excelsior Classical Academy is committed to providing a safe and orderly environment where teachers may teach and students may learn without disruption or interference. Responsible behavior by all members of the school community is essential to achieving this goal.

Excelsior Classical Academy has a set of expectations for conduct on school property and at all school functions. These expectations are based on such virtues and values as civility, citizenship, courage, honesty, integrity, fairness, perseverance, respect, and responsibility.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property and in school activities, to identify the possible consequences of unacceptable behavior, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board has adopted this Code of Conduct.

All students, school personnel, parents, and other visitors on school property or attending a school function are expected to abide by this Code of Conduct.

This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

The regulations below are written in accordance with N.C. General Statutes 115C-390 and 391.

Positive School Climate

The maintenance of a positive school climate conducive to the individual pursuit of learning, working, and living is shared by parents, students, and all school personnel. Each is expected to work positively toward this goal and to respect the individuality and the rights of every person. Parents, students, and school personnel are also expected to deal effectively with behavioral concerns.

Board Responsibilities

1. To adopt a fair and consistent discipline policy that establishes clear standards of student behavior
2. To ensure, through the school's administration, that there is fair and consistent application of the discipline policy

Parent Responsibilities

1. To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations
2. To teach the child self-discipline and respect for authority and the rights of others
3. To make sure that the child attends school regularly and on time and that the school receives notification of the reason for absences when the child cannot attend
4. To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school
5. To maintain communication with the school and provide the school with a current telephone number through which the parent may be reached during the school day

6. To respond quickly to school to get the child when called upon
7. To be available for conferences when requested
8. To instill in students an attitude that school is important
9. To assure prompt and regular attendance at school
10. To cooperate with the school staff to develop strategies to benefit the child and to help students with academic, discipline or attendance problems
11. To send students to school dressed appropriately according to the uniform policy and ready to learn
12. To treat staff, students, fellow parents, and community partners with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental ability

Student Responsibilities

1. To be aware of and to abide by school-wide policies, regulations, and guidelines regarding acceptable behavior
2. To be responsible for one's own behavior
3. To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the students' right to learn
4. To respect the personal, civil, and property rights of all members of the school community
5. To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities
6. To seek clarification from school personnel concerning the appropriateness of any action or behavior
7. To attend school and classes regularly, on-time, and to be prepared with the necessary learning materials
8. To leave valuable personal property and unnecessary materials at home
9. To know and to follow the policies and regulations for every event considered part of the school program regardless of the time or place
10. To immediately comply with any staff member's reasonable request to carry out school rules
11. To treat staff and fellow students with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, physical or mental ability, social skills, or appearance
12. To dress appropriately and according to the uniform policy

Teacher Responsibilities

1. To provide opportunities for all students to develop self-discipline and respect for the rights and property of others
2. To accept shared responsibility for control and discipline of students throughout the school building and property
3. To consider the physical, social, intellectual, and emotional development of the students.
4. To establish and inform students of individual classroom behavior expectations, and to maintain discipline within the classroom
5. To teach the school's course of study in a professional manner and to provide appropriate learning opportunities for all students
6. To maintain a safe and well-organized classroom environment conducive to learning
7. To be aware of and to abide by system-wide policies, regulations, and school guidelines for discipline
8. To confer with support personnel for possible solutions to inappropriate student behavior and to attend conferences upon request
9. To use positive reinforcement, whenever possible, and not ridicule or use negative comparison when correcting a student
10. To report to the parent at regular reporting periods and at other times, when appropriate, regarding the acceptability of a student's behavior

11. To utilize all reasonable classroom strategies in addressing disruptive behavior prior to referring a student for out-of-class disciplinary action
12. To refer, in writing, a disruptive student to the Behavior Specialist or Dean when appropriate teacher initiated strategies have been unsuccessful or the severity of the offense makes it necessary
13. To treat parents, students and fellow staff members with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, and physical or mental ability
14. To be consistent in applying classroom and school rules

Administration Responsibilities

1. To consistently apply the Code of Conduct and Discipline Policy guaranteeing clear standards and consequences for student behavior
2. To treat teachers, parents, and staff members with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, and physical or mental ability
3. To maintain order in the school, working with personnel to implement the school policy
4. To thoroughly investigate before determining if a violation has been committed, and to treat students with respect and always give them the opportunity to tell their side of a discipline issue
5. To discipline students pursuant to the policies adopted under these provisions and to be consistent in applying the school policies
6. To report certain acts to law enforcement. When the Administration has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in 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, the administrator shall immediately report the act to the appropriate local law enforcement agency
7. To assume the overall responsibility for the implementation of procedures and rules that are necessary to establish standards of acceptable student behavior in the school
8. To be readily available to handle disruptive behavior, discipline, and emergency situations
9. To communicate effectively to parents the expectations of the school discipline program and the role of the parent/family in supporting the efforts of the school in providing a safe school environment
10. To utilize resources/agencies that can provide additional services and support to the school discipline program if needed
11. To provide assistance to teachers and parents on issues related to a sound disciplinary program, establishing effective rules and consequences, legal issues, etc.
12. To develop a viable communication network that informs the community, parents, and staff of the status and modification of the school's discipline policies and procedures
13. To inform parents as soon as possible about student discipline matters
14. To continuously monitor and assess current data in order to make modifications to the program and provide alternative disciplinary strategies to fit the needs of the school

Student Rights And Responsibilities

With every right comes a responsibility:

RIGHTS	RESPONSIBILITIES
Attend school and be granted the opportunity to receive a quality education.	Attend school regularly and on time, complete assignments, and strive to do the highest quality work possible.
Learn in an environment free from disruption and distraction.	Bring to school only what is necessary for learning and behave in such a manner that others will not be disturbed or distracted.

Be made aware of the school rules and policies, and always be treated in a manner consistent with these policies in all disciplinary matters.	Be familiar with the Excelsior Classical Academy Code of Conduct, obey the rules it contains, and conduct oneself in a manner not distracting to others.
Have the opportunity to present your version of the facts and circumstances.	Be truthful and respectful when responding to authority in all disciplinary matters.
Take part in all school activities on an equal basis regardless of race, sex, religion, national origin, or disability.	Work to one's best ability in all academic and extracurricular activities, while being fair and supportive of others.
Be safe in the school environment.	Behave in a manner that will not jeopardize the safety and wellbeing of oneself or others.
Be free from intimidation or harassment by others.	Respect and treat one another fairly and in accordance with this Code.
Wear the school uniform to promote school unity, an academic atmosphere, and inclusion.	Dress in a manner in accordance with school policy and not distracting to others.

Student Discipline

This discipline policy was developed to promote consistency and encourage appropriate behaviors that require students to become increasingly more responsible for their behavior. We believe that if students clearly understand the rules and the consequences for inappropriate behaviors, they can make wise choices. We expect parents to recognize the importance of school rules and to cooperate with their enforcement. Hence, we ask that parents and students read and discuss this policy.

Excelsior's expectation for student behavior are based upon the following governing principles:

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others both at school and during school-sponsored activities.
2. Students will treat staff, fellow students, and others with respect regardless of ethnic group, religion, gender, sexual orientation, color, race, national origin, and physical or mental ability
3. Students will treat school property and facilities with care and respect.
4. Students will treat the property of others with care and respect.
5. Students will leave valuable property at home and will bring only what is required for learning.
6. Students will follow Excelsior's Honor Code and be honest in all academic and social situations.
7. Student behavior will reflect positively upon Excelsior.

While many people equate discipline with punishment, among the definitions of discipline is training that develops self-control, character, orderliness, or efficiency. The word "discipline" is from the Latin word *disciplina*, meaning "instruction and training." It is derived from the root word *discere*—"to learn."

Students should be prepared to participate fully in the learning process, avoid behavior that impairs their own educational achievement or that of others, show respect for the knowledge and authority of teachers, administrators, and other school employees, and recognize and respect the rights of other students and adults. When students fail to use self-control and self-discipline, disciplinary consequences are used to train them, restore order to the learning environment, and protect the rights of others. The ultimate, unique achievement of good discipline is self-discipline on the part of the student.

Ultimately, the goal is for students to do the right thing, even when no one is watching. We will strive to help students learn from their mistakes and make better decisions in the future. Special care will be taken to make certain consequences are applied fairly and equitably.

We know that the vast majority of our students are considerate, well-behaved, and responsible. We will make a consistent effort to notice, praise and reward these positive behaviors.

Consequences for inappropriate behavior should include opportunities for the student to learn from mistakes. Students may have consequences imposed, be involved in restorative practices, and/or, if applicable, have behavioral interventions through the MTSS process or their IEPs that will help them acquire the skills to make positive choices in the future.

The School is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including, but not limited to, immediate suspension and/or recommendation for longer-term consequences.

Privacy Act

The Privacy Act of 1974 forbids the dissemination of personal information of individuals without their authorized permission or, in the case of a minor, the parent or guardian's written permission, except internally where the information is necessary to effectively conduct school business. In accordance with the Privacy Act, no individual member of the community, whether or not he or she is affiliated with Excelsior Classical Academy, has the right to receive personal information concerning any individual associated with the school, whether it is a student, staff member, or board member, except in cases where the information is critical to the job requirements of the individual and is approved by the Executive Director. Personal information includes, but is not limited to, the individual's health, academic, or discipline records, religion, marital status, political party affiliation, and grades. This does not restrict individuals from discussing their own private information freely, nor does it interfere with any other form of free speech.

In some cases, parents of a child victimized by another student want to know what disciplinary actions have been taken against that student. The Privacy Act of 1974 prohibits the dissemination of that information.

Definitions

- **In-School Suspension** means suspension served in school, where students are separated from their classmates, working on classwork or restorative work.
- **Reverse Suspension** means a parent coming in to shadow the student during the day
- **Short-Term Suspension** means suspension from school, school activities, and school grounds for a period of no more than ten (10) school days.
- **Long-Term Suspension** means suspension from school, school activities and school grounds for more than ten (10) school days but fewer than 365 days, and less than exclusion.
- **Exclusion** means permanent removal of the student from the School, school activities, and school grounds. A charter school student who has been excluded may return to his local educational agency pursuant to North Carolina law.
- **Expulsion** means 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.
- **Disability** means a physical, mental, or medical impairment, resulting from anatomic, genetic, physiological, or neurological conditions, which prevents the exercise of a normal function.
- **Harassment** means the creation of a hostile environment by physical or verbal threats,

intimidation, or abuse that has or would have the effect of:

1. interfering with a student's educational performance, opportunities, or benefits.
2. adversely affecting a student's mental, emotional, or physical wellbeing.
3. causing a student to fear for his or her physical safety.

Such conduct, verbal threats, intimidation, or abuse includes but is not limited to conduct, verbal threats, intimidation, or abuse based on a person's actual or perceived race, color, physiognomy, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

- **Disruptive student** means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- **Violent student** means a student under the age of 21 who:
 1. commits an act of violence upon a school employee, or attempts to do so.
 2. commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 3. possesses, while on school property or at a school function, a weapon.
 4. displays, while on school property or at a school function, what appears to be a weapon.
 5. threatens, while on school property or at a school function, to use a weapon.
 6. knowingly and intentionally damages or destroys the personal property of any fellow student, school employee, or any person lawfully on school property or at a school function.
 7. knowingly and intentionally damages or destroys school property.
- **Weapon** means any firearm, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Ninja star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or any other object, materials, or substance intended to cause physical injury or death.
- **Consequences** mean any results for a student's behavior. Potential consequences are listed under each Class level offense. Excelsior does not use corporal punishment under any circumstances.

Class I Offenses

Class I offenses are less serious violations and are usually handled by the classroom teacher or with help from a behavior specialist. The goal in these interactions are to provide enrichment to the student and proper relationship between the teacher and student.

Potential Results: Time-out, Apology, Detention, Forced-choice Recess, Changing into Proper Uniform, Loss of Privilege, Confiscation, and/or Restitution/School Community Service

- Uniform/Dress Code violations
- Littering on school property
- Violation of the Technology Use Agreement
- Cell phone/headphone use during the school day
- Repeatedly refusing to complete school assignments
- Repeatedly neglecting to bring notebook, pencil, and/or other learning materials to class

Class II Offenses

Class II offenses are more serious and/or repetitive infractions. These infractions are not able to be handled at the classroom level and need more individualized services to help improve the behaviors. A balance of in/out of school consequences and restoration will be used to build the student up following the offense.

Potential Results: Detention, Loss of Credit, Confiscation, Loss of Privileges, In-School Suspension, Short/Long-term Out of School Suspension, and/or Restitution/School Community Service

- Committing repeated Class I offenses
- Failure to comply with assigned consequences
- Deliberately disrupting the normal educational process in the classroom
- Failure to attend an assigned class without a valid excuse, skipping school, or cutting classes
- Use of profanity and/or an obscene gesture
- Lying to or deliberately deceiving a teacher or a staff member
- Willfully leaving the classroom or school grounds without permission
- Inappropriate public displays of affection
- Failure to follow instructions of school staff; Insubordination
- Unauthorized or inappropriate use of any electronic device while on school property not associated with the educational process during normal school hours.
- Throwing objects in the classroom or on school grounds
- Repeated tardiness
- Use of inappropriate language
- Repeated violations of the Honor Code such as cheating
- Taking unauthorized or inappropriate photos or videos of another individual
- Bullying/harassment (cyber-bullying included)
- Any conduct committed off-campus that (a) if committed on campus would constitute a Class II offense and (b) has a reasonable relationship to school operations
- Causing damage/breakage to another student's school-issued technology

Class III Offenses

Class III offenses are the most severe and are dealt with through suspension or possible disciplinary hearing. Repetitive offenses that have not been improved through previous school measures in Class I and II can fall into this category.

Result: Suspension or possible disciplinary hearing for repeated and/or severe behavior, which could include but would not be limited to a Long-Term Suspension or Permanent Exclusion from attending Excelsior.

- Committing a combination of or repeated Class I and/or Class II offenses
- Using school technology or network to access pornographic, violent, or other unacceptable content either at school or at home using school-owned electronic devices.
- Accessing, producing, posting, displaying, or sending offensive message, music, or images, including images of exposed body parts
- Damaging the reputation of a staff member – defamation of character.
- Trafficking, possessing and/or using tobacco/nicotine products on school property or at a school-sponsored event including the use or possession of electronic cigarettes or paraphernalia.
- Stealing or possessing stolen property
- Threatening to physically harm or attack another student, staff member, or adult on school property or at a school-sponsored event

- Physically aggression toward a student, staff member, or adult whether as an individual act or with the assistance of others (includes forcefully grabbing, holding, pushing, pulling, shoving, or striking)
- Possessing, handling, transferring, or bringing a weapon or ammunition (including a toy weapon; example – toy gun, toy knife) on school property or at a school-sponsored event
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations
- Accessing or disseminating pornography, graphic content, sexual content, or any other inappropriate material on an electronic device or in print.
- Possessing, selling, exchanging, distributing, attempting to purchase, using, or being under the influence of alcohol, illegal drugs, drug paraphernalia, or any substance purported to be an illegal drug, prescription medicine, or alcohol on school property or at a school-sponsored event. This includes distribution of or purposely taking more than the prescribed amount of medically necessary prescription medication.
- Touching or conduct perceived as sexual or inappropriate in nature or which is deemed offensive to that person
- Damage/destruction/vandalism/arson of or trespassing on school property
- Hazing (any activity that is condition upon recruitment, admission, affiliation, or continued participation in a group that humiliates, degrades, abuses, or endangers someone, regardless of consent or a person's willingness to participate)
- Bomb threat/hoax, false alarms
- Possession or use of explosives, fireworks, sparklers, smoke/stink bombs on school grounds or at a school-sponsored event
- Any conduct committed off-campus that
 - (a) if committed on campus would constitute a Class III offense and
 - (b) has a reasonable relationship to school operations
- Creating or encouraging other students to join in a disturbance, so as to cause the disruption of normal school operations

Note: Any student who inadvertently possesses or finds a weapon, illegal substance, or stolen property, which may subject the student to exclusion, may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This should be done as soon as the student realizes that he/she is in possession of the weapon, substance, or stolen property.

Repeat Offenses

Any student who has been given out-of-school suspension three or more times in the same academic year may be recommended for exclusion.

Discipline under Special Education Laws

Excelsior Classical Academy and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

Authority of Dean of Students

The Dean of Students shall have the authority to suspend a student for no more than ten (10) school days at a time (*i.e.*, a Short-Term Suspension). There are no appeals for short term suspensions of 10 days or less.

For Class III offenses, the Dean of Students may recommend a Long-Term Suspension, with or without participation in a Behavioral Contract, or Exclusion to the Executive Director (or Board-appointed officer in the absence of the Executive Director). When the Executive Director or appointed officer makes a decision to uphold the recommended Long-Term Suspension or Exclusion, appropriate written notice to the parties involved is made, including information on how to request a Board hearing if desired. Student appeals to the decision of the Executive Director or officer shall be heard by a panel of three Board members who shall be appointed by the Board President. Appeals must be made in writing to the Board Chair within three (3) business days of the decision of the Executive Director or officer. The hearing of the panel will be scheduled with the family. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors. Decisions made by the Board with respect to the action are subject to judicial review in accordance with Article 4 of Chapter 150B of the North Carolina General Statutes.

School's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973. The disciplinary procedures applicable to students with disabilities and those who have Section 504 accommodation plans are available on the school's website.

General School Policies

Posting or Publishing Student Pictures and Information

The School reserves the right to post pictures and images of current and former students on its website, official Facebook page or for any other School purpose. Parents who do not wish to allow Excelsior to use their child's picture or image must indicate this in their Media Consent Form. If no Media Consent Form is turned in, consent is assumed.

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 School's Reporting and Grievance Policy.

Admissions and Enrollment Policy

Purpose: This policy is in place to delineate the process for admissions at Excelsior Classical Academy. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted as required by North Carolina law.

Excelsior Classical Academy is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, Excelsior is open to all students who would otherwise qualify for enrollment in North Carolina Public Schools, including homeless students and students whose parents are stationed overseas if the student lives in North Carolina and proof of deployment and active duty can be provided. There will be no academic entry requirements; however, a student transferring after ninth grade will be placed in appropriate classes after examination of the student's transcript to ensure that all of Excelsior's graduation requirements can be met. Excelsior opens enrollment on December 1. The open enrollment period ends on the tenth day of February. If needed, the lottery will occur within a week of the end of open enrollment. The lottery date, time, and location are published on the school's website by February 10 of each year.

Excelsior Classical Academy is committed to enrolling a student population that reflects our area and will abide by the provisions in NC G.S. 115C-238.29F(g)(5) that forbid discrimination on the basis of race, national origin, gender, marital status, religion, ethnicity, or disability. The school will admit students of any race, color, national origin, ethnicity, religion, creed, disability, gender, gender expression, or sexual orientation through a random lottery process according to NC G.S. 115C-218.45.

The school will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan, in accordance with NC G.S. 115-238.29F(g)(5). It is the goal of the school to reflect the racial, ethnic, and special population demographics that compose the general population of the area.

Application Process

The application open enrollment period begins December 1. The deadline for an application to be included in the lottery, if there is one, will be the close of the tenth day of February. Each prospective student must complete an application to be considered for enrollment. During each period of open enrollment, applications are accepted, and Excelsior will admit any eligible student who has submitted a timely application before the end of open enrollment, unless the number of applications exceeds the capacity of the school. If more applications than openings are submitted, a lottery will be held. (Excelsior reserves the right to refuse admission to a student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.)

Excelsior uses *Lotterease* to run its lotteries. The lottery will be held within a week of the last day of the open enrollment period if more students apply than the school can accommodate according to its charter. In this case, applicants for any grade for which a lottery is necessary shall be admitted through a random selection process, after priority enrollments. The lottery will take place in a public forum no later than a week after the application deadline. Notices of the lottery will be posted, published, and advertised before the end of the enrollment period. No applicant is required to be present at the lottery to receive a spot. After all open spots are filled, students will be placed on waiting lists by grade in the order the names are drawn. Students who are admitted or are placed on the waitlist will be notified by email by *Lotterease*. If admitted or enrolled students give up their places, names will be selected in order from the waiting list to fill the vacancies. Families should accept admittance and register within ten calendar days of notification. (According to *Lotterease*, weekends and holidays are included, so Monday to Sunday is 7 days. Also, the first day starts at midnight the day that the application is Selected.) Applications received after the lottery occurs will be placed at the end of the waitlist in the order received.

If a lottery is not required for a grade at the end of the open enrollment period, we will continue to accept applications for that grade in open enrollment. Students will be admitted in the order the applications are received until all vacancies are filled. Once a grade is at capacity, remaining applications for that grade will be placed on a waitlist in the order received.

In mid-July, before the school year starts, the parent confirmation period will be decreased so that any open positions may be filled quickly, hopefully before the start of school.

Priority Enrollment Status

Pursuant to North Carolina General Statutes § 115C-218.45, Excelsior will give priority enrollment to certain applicants:

- Limited to no more than fifteen percent (15%) of Excelsior's total enrollment, unless granted a waiver by the State Board of Education, the following:
 1. Children or grandchildren of persons (a) employed full time by Excelsior or (b) working full time in the daily operation of Excelsior.
 2. Children or grandchildren of Excelsior's Board of Directors.
- Siblings of currently enrolled students who were admitted to Excelsior in a previous year.
- Siblings who apply to Excelsior for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- Applicant enrolled for at least 75 consecutive days in the prior semester in a preschool program operated by an entity other than Excelsior and Excelsior has a written enrollment articulation agreement with the program operator to give the program's students enrollment priority.
- Applicant whose parent or legal guardian is on active military duty.
- Applicant who was enrolled in another charter school in the State in the previous school year.

Siblings

- Siblings include, per NC GS § 115C-218.45F, any of the following who reside in the same household: siblings, half siblings, step-siblings, and foster children.
- Siblings of any student admitted this year will have enrollment preference in the following year.
- Multiple-birth siblings (twins, triplets, etc.) submit an application for e. The application is entered into the lottery, if required, under a single lottery number. If that entry is randomly selected, all multiple-birth siblings will be admitted or placed in the same position on the waiting list.
- Families may choose to submit a surname application for all siblings in a household. With this option, if a lottery is required, all siblings in a household will be entered under a single lottery number. If the number is randomly selected during the lottery, all of the children on the application are selected at the same time. If there is still space in any sibling's respective grade, that child will be admitted. If there is not, the child will be placed on the waitlist at that time.

Requirements for Enrollment

Before a student may be enrolled in Excelsior Classical Academy, certain requirements must be met according to state law. (A student who is considered homeless under the McKinney-Vento Act is exempt from these requirements.)

- a) Parents/legal guardians must provide proof of residency in North Carolina. Acceptable proofs are:
 - Copy of deed or record of most recent mortgage payment
 - Copy of lease agreement
 - Utility bill (gas, water, electric, landline phone, cable, satellite) dated within the last 30 days
 - Valid NC driver's license or NC photo ID card
 - Vehicle or property tax bill dated within the past year
 - Bank or credit card statement dated within the last 60 days
- b) North Carolina law requires parents/legal guardians to present certification of immunizations at the time of enrollment. If documentation is not presented, parents/legal guardians have 30 calendar days to provide documentation or the student shall be excluded from school until proof is provided. A physician's written statement that a series is in progress showing the anticipated completion date will allow the student to remain in school. If no record of completed immunization or a physician's note stating a series is in progress has been received by the 30th calendar day from the first day of attendance, the Executive Director is required by law to exclude the child from school on the 31st day until such evidence has been presented by the parent(s).
 - Medical exemption - a physician licensed to practice medicine in NC must certify that a required immunization is or may be detrimental to a person's health due to the presence of a contraindication listed on the NC Department of Health and Human Services Medical Exemption Statement.
 - Religious exemption - the parent/legal guardian requesting the exemption must write a statement of the religious objection to immunization, including the name and date of birth of the child for whom the exemption is being requested, and present it to the school.
- c) Students entering school for the first time in North Carolina are required by law to have a health assessment conducted no more than 12 months prior to the date of school entrance. The standard health assessment form (available on the school website or at the school office or authorized medical provider), which is completed by parent and the authorized medical provider, must be presented to the school prior to enrollment. If the record of the health assessment is not received by the school within the first 30 days from the first day of attendance, the Executive Director is required by law to exclude the child from school on the 31st day until such evidence has been presented by the parent(s).
- d) According to NC G.S. § 115C-364, students must reach the age of 5 before August 31 in order to enroll in Kindergarten, the initial entry point to NC public schools.

- i. A child who has not passed the fifth anniversary of the child's birth by August 31, but who has been attending school during that school year in another state in accordance with the laws or rules of that state before the child moved to and became a resident of North Carolina, may enter kindergarten in NC public schools.
- ii. A child who has passed the fourth anniversary of the child's birth on or before April 16 may enter kindergarten if the child is presented for enrollment no later than the end of the first month of the school year and if the Dean of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. Such testing as is required to demonstrate giftedness and readiness is the responsibility of the parent or guardian. Such information must be presented before or at the time of application for admission to Excelsior.
- iii. Early Admissions process:
Excelsior follows North Carolina's Early Entry to Kindergarten process:

North Carolina Early Entry to Kindergarten Process

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

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

Student Aptitude- The child shall score at the 98th percentile on a standard individual test of intelligence such as the *Stanford-Binet*, *The Wechsler Preschool and Primary Scale of Intelligence*, the *Kaufman Anderson*, or any other comparable tests, that shall be administered by a licensed psychologist.*

Achievement- The child shall score at the 98th percentile on either Reading or Mathematics on a standard test such as the *Metropolitan Readiness Test*, *the Stanford Early School Achievement test*, *the Mini Battery of Achievement*, *the Woodcock-Johnson*, *the Test of Early Mathematics (TEMA)*, *the Test of Early Reading Ability (TERA)*, or any other comparable tests that shall be administered by a licensed psychologist.*

Performance- The child shall be able to perform tasks well above same-age peers as evidenced by behaviors in one or more areas such as independent reading, problem-solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.

Observable Student Behavior/Student Interest- The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters (from non-family members) with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include *The California Preschool Competency Scale*, *the Harrison Scale*, or any other comparable scale of early social development.

Motivation/Student Interest- The head of school or designee shall conduct an informal interview with the child and a more structured interview to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

***Parents are responsible for arranging and paying for testing. Excelsior Classical Academy cannot provide a recommendation for a psychologist. It is suggested parents obtain recommendations from the child's pediatrician or family physician.**

Parents wishing to have their children considered must submit information no later than 30 calendar days prior to the start of the school's instructional year. All testing should be administered after the April 16th that follows the child's fourth birthday. The head of school shall decide whether to grant the parents' request for enrollment within three weeks of receiving this information. The head of school may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the head of school determines that the child has not adjusted to the school setting, the head of school shall deny the request for enrollment. However, before the child is exited from school, the head of school shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the head of school shall provide the parents at least 10 days' notice before exiting the child from school so the parent may arrange child care, if needed.

Steps for Parents to Take

1. Inform the school that you wish to apply for Early Enrollment to Kindergarten at Excelsior as early as possible during the Open Enrollment period in December and January. (You may contact the Executive Director or the Student Records Manager.)
2. Schedule aptitude and achievement tests with a licensed private psychologist. It is recommended you receive a referral from your pediatrician or your family physician. Testing is at the cost of the parent and must occur after April 16th.
3. If the child meets the minimum testing expectations of 98% percentile on aptitude and 98% percentile on reading, or math achievement, begin to gather work samples and letters of recommendations. If the child does not meet these expectations the process should stop.
4. Upon gathering all standard information: aptitude scores, achievement scores, performance or work samples, and letters of recommendation (from non-family members), complete the application for early admission to kindergarten.
5. Submit all documentation and application to Excelsior Classical Academy at least a month before school opens.
6. If an administrator determines the submitted packet meets the minimum requirements, a school-based interview/assessment will be scheduled to meet the child and parent.
7. Upon a final decision regarding the placement of a candidate, parents may reach out to Excelsior Classical Academy if questions or concerns arise.

Is Early Entry to Kindergarten the best choice for your child?

The early entrance for kindergarten process is designed to provide an opportunity for students to enter kindergarten early. The process is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. Students who are ready for kindergarten early are advanced in multiple areas when compared to their same-age peers, or other four year-olds of the same birth month. Advancement is necessary in multiple areas as kindergarten's expectations are heavily based on academics and preparing our students for the 21st century. Many students can demonstrate academic ability based on the exposure provided by parents and day care

settings; however, few children will demonstrate the aptitude, or thinking ability, needed to enter kindergarten early. When considering early entrance into kindergarten, keep in mind it is a process designed to meet the academic and social needs of the child, not as a replacement for child care. Students accepted into kindergarten early will be placed in a class where peers could be up to two years older. The following factors and questions should be considered when determining if the early entrance process is something you wish to pursue for your child:

Questions to consider	Factors/Characteristics to Consider
<ul style="list-style-type: none"> • Is my child capable of working successfully with children who are one year older? • Does my child adapt well to change, or will the adjustment frustrate him/her? • What long term impacts will early kindergarten placement have on my child’s long term academic career (e.g. beginning college and high-school a year early)? • Does my child ask questions to advance his/her learning? • Can my child read, comprehend, and/or make connections to a story? Can my child decode challenging words? • Does my child have an understanding of basic math concepts, such as shapes, time, number recognition? • Does my child demonstrate leadership with same-age peers? • Is my child able to maintain interest for long periods of time? • Does my child demonstrate a curiosity about learning new things? • Does my child demonstrate strong memory and recall skills? • Is my child able to maintain a structured schedule for longer periods of time than same-age peers? 	<p>My child...</p> <ul style="list-style-type: none"> • Believes he/she can experience success at new tasks • Can maintain personal care and hygiene with little assistance from adults (e.g. use the bathroom, tie shoes, button and zip garments) • Thoughtfully considers feedback and adjusts behavior appropriately • Has the ability to focus attention for long periods of instruction • Demonstrates fine and large motor skills coordination • Can be separated from a parent without being upset • Demonstrates strong interpersonal skills with age-mates and older peers • Follows routines and schedules • Is enthusiastic about elementary school • Follow given and multi-step directions

Lottery Applications

The application is accessible online through *Lotterease*, and assistance is available in the school’s office. A paper application can be made available, if desired, and an employee of the school can enter it into *Lotterease*. Assistance can also be obtained over the phone. The lottery application asks for parent address and contact information, student name, birthdate, and grade applied for. It also asks for any enrollment priority the student is eligible for, and the name of any enrolled sibling, if applicable. The application will not ask for gender, race, religion, GPA, IEP/504 Plan information, or any other non-essential information.

During the open enrollment period, parents creating applications for siblings applying at the same time will be asked whether they want to use the surname function or opt out of it. When using the surname function,

only one application is entered into a school lottery per surname sibling type. Parents have the option to opt-out of the surname function and apply with multiple sibling applications that do not get any preference when a sibling's application is selected.

By default, newly created parent accounts automatically use the surname option. If a parent declines the surname option, then surname sibling types in that family who are applying at the same time will each have their own unweighted individual applications with the Single Applicant preference. This increases the likelihood that a child in the family is selected, but decreases the likelihood that all the children in the family will be selected together. If a parent uses the Surname option, then they will get one Primary Surname Application and if it is selected, all of the surname sibling types will be selected together, if there are available slots. This increases the likelihood that all of the children in the family will be selected together, but decreases the likelihood that they will be selected to begin with.

Enrollment Priority

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

Multiple Birth Siblings

If multiple birth siblings apply to the school, their applications will be linked in *Lotterease*, in accordance with North Carolina Charter Law. If the first application among the multiple birth siblings is pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added together to the waitlist and all will be admitted if a spot opens.

Applicant Siblings

In accordance with North Carolina Charter Law, if siblings apply for admission through the lottery and choose the surname option, one surname application is entered into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Currently Enrolled Students

Currently enrolled students at Excelsior should complete an Intent to Return form by January 30th each year indicating whether or not they intend to return. Returning students do not have to submit a new application or go through the lottery process. Students who withdraw before the last day of the school year must reapply for admission and will follow the procedures outlined above for new students.

If the student's intent to return changes after the form is filled out, we ask that the family inform us as soon as possible to help us plan for the upcoming year.

Handling of Errors

In order to reduce the likelihood of human error on the part of the School, Excelsior uses an automated system called *Lotterease* for its Application and Lottery process. The system is connected to *Enrollease*, which allows parents to complete the enrollment process upon being admitted.

School Errors

Excelsior uses *Lotterease* to automate the Lottery process. Every application in *Lotterease* has a complete audit trail which the school and parents can view at any time to know how an application has moved on the waitlist. If Excelsior makes any error, the School will take measures to correct it as soon as it is discovered.

Parent Errors

If a student name is duplicated in the lottery from being registered more than one time by the parent(s), the student will be assigned the lowest priority placement number assigned to the student in the lottery, and the extraneous applications will be removed.

If a student is entered into the lottery with one of the enrollment preferences set forth above for which they are not entitled, then they will not be admitted and will be placed at the bottom of the waitlist, if any.

If the parent enters the student into the wrong grade level lottery by mistake and it is discovered before the lottery, the student can be moved to the correct grade level lottery. If it is not discovered until after the lottery, the only thing that can be done is to remove the student from the incorrect lottery and apply to the correct grade level. As the lottery has already been run, the student will be placed at the current end of the waitlist.

If a parent enters the wrong date of birth in order to allow an underage child to enter the lottery for Kindergarten without going through the process for Early Entry into Kindergarten, when the child's enrollment packet is received and the correct date of birth is on the birth certificate, the school will rescind the child's admission for the year and will admit another child from the waitlist.

Enrollment

Students admitted on or before July 15 will have 14 calendar days from the date their admission email was sent to accept or decline enrollment and to turn in enrollment paperwork. If a student is admitted after July 15th, they will have 7 days to accept or decline enrollment at the school and return the enrollment paperwork. If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the Director may decline enrollment to the student and offer the spot to the next student on the waitlist. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the waitlist in the next available spot. Starting on the first day of school, any student admitted has 48 hours to accept the position and turn in the enrollment paperwork.

School's Right to Refuse Enrollment

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

School reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application or failed to go through the proper process for Early Enrollment to Kindergarten.

If a student has accepted enrollment at the school, but does not appear at the school on the first day of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 2nd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

Enrollment Forms

Enrollment forms are submitted through *Enrollease*, part of the *Easysuite* software system Excelsior uses for its Lottery, Admissions, and Enrollment process. To complete enrollment, the Enrollment forms must be submitted within the allotted time. If any assistance is needed to submit the forms, please contact our Data and Records Manager, Michelle McAlexander, at michelle.mcalexander@excelsiorca.org.

Tobacco-Free Campus

School is a tobacco free campus. In keeping with School's intent to provide a safe and healthy work environment, tobacco is 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

Excelsior is dedicated to maintaining a safe educational environment. Thus, Excelsior has implemented a drug and alcohol-free school policy, which prohibits anyone from being under the influence of alcohol or illegal/misused drugs on school grounds or attending a school related event. Alcoholic beverages are never to be consumed on 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 Excelsior's operation or safety.

Threats and Violence

Our policy is to strive to maintain a school environment that is free from intimidation, threats, or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which, in 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.

Weapons

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

School Safety

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

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

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires the School 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 the School and is on file in the School office. Parents may schedule an appointment with the Director if they wish to review the AMP.

Pesticide Notification

The School aims to control pest populations and to 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.

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).

Athletics and Extracurricular Sports Activities

Introduction

The purpose of this manual is to communicate all aspects of the Excelsior Classical Academy (ECA) athletic program to coaches, athletes, parents, and all other stakeholders. The information contained in the manual is beneficial to understanding the philosophy and overall scope of the ECA athletic program.

The athletic program at ECA provides a variety of individual and team sport opportunities for all students. The aim of the athletic program is to provide a competitive, appropriate schedule of interscholastic contests seeking to build positive rivalries, foster friendships, improve athletic skills, build self-confidence, and teach valuable skills such as discipline, leadership, and teamwork.

We hope that the ECA student body will take advantage of the athletic programs offered by the school, and that the experience is challenging and rewarding.

We encourage parental and family interaction in the athletic program, which results in increased school spirit and beneficial whole-family experiences.

Mission, Values, and Goals

Mission Statement

The mission of the Excelsior Classical Academy Athletic Department is to not only field competitive teams, but to teach student-athletes important values such as sportsmanship, hard work, and perseverance that will help them in secondary school and beyond, while representing and promoting Excelsior Classical Academy in a positive manner in all that we do.

Values

The ECA Athletic Department will be guided by two absolute values: (1) Always tell the truth, and (2) Treat others as we would wish to be treated.

Goals

The ECA Athletic Department will always strive to achieve the following goals:

- Compete with pride, always winning with class and losing with dignity and grace;
- Responsibly manage our resources, both material and financial;
- Comply with all ECA and North Carolina High School Athletic Association rules; and
- Work hard to improve, with the ultimate goal of being the preeminent secondary school athletic department in North Carolina.

Memberships

Excelsior Classical Academy is a member of the 1A classification of the North Carolina High School Athletic Association (NCHSAA).

ECA is also a member of the Triangle North Athletic Conference (TNAC), which consists of seven (7) high school athletic programs from the Triangle region. Fellow conference members are: Oxford Prep (Oxford), Henderson Collegiate (Henderson), Vance Charter (Henderson), Eno River Academy (Hillsborough), Voyager Academy (Durham), Roxboro Community School (Roxboro), and Excelsior Classical Academy (Durham).

ECA accepts and abides by all policies set forth by the NCHSAA and the Triangle North Athletic Conference.

Excelsior Classical Academy Athletics Staff Directory

ECA Athletic Administration

Jarred Franklin	Athletic Director	jarred.franklin@excelsiorca.org
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The Director of Athletics oversees all aspects of the athletic program. The Director of Athletics is responsible to the Executive Director, is supervised by the Director of Operations, and works with the Upper School Dean and Behavior and Guidance staff when appropriate (e.g. determining student-athlete eligibility).

The Director of Athletics at Excelsior Classical Academy is responsible for the overall functioning of the athletic program.

The Director of Athletics's duties include:

1. Prepare the schedule of contests for all sports. After the conference schedule is completed, non-conference games will be scheduled to fill in the remainder of the season.
2. Book and arrange for payment of officials for all home athletic events, with the assistance of the regional supervisors of officials and school treasurer.
3. Reserve facilities for all practices and home contests.
4. Oversee that all forms required for athletic eligibility and coach compliance are turned in and current, and arrange for the record-keeping and maintenance for said documents.
5. Supervise athletic eligibility and maintain a list of students who have failed to maintain eligibility, turn in the required paperwork, or pay athletic fees.
6. Complete the NCHSAA master eligibility forms for each sport.
7. Inform students, parents, and coaches of the loss or gain of athletic eligibility.
8. Direct or assist in directing any tournaments or multi-team events hosted by ECA.
9. Supervise, or designate supervision for, all athletic events hosted by ECA.
10. Arrange staffing and security for all ECA athletic events, as needed.
11. Hire non-faculty coaches for sports and recommend coaching changes, in consultation with the Executive Director.
12. Ensure that all coaches have completed the NFHS Fundamentals of Coaching and Concussion Management courses, as well as ensuring that all head coaches completed his/her respective sport's rules clinic (online or in person).
13. Approve assistant coaches chosen by the head coach.
14. Schedule and lead Athletic Department meetings as needed.
15. Evaluate all head coaches at the conclusion of their respective sport seasons.
16. Maintain and update the Athletic Department's social media presences.
17. Ensure the Department's compliance with all NCHSAA and Triangle North Athletic Conference regulations, and bylaws.
18. Educate all coaches on NCHSAA rules, regulations, and bylaws.

19. Perform any and all other duties prescribed by the Executive Director or the Director of Operations.

ECA Coaching Staff

Jill Sheets	Middle School Volleyball
David Coates	Middle School Volleyball
Karen Winstead	High School Volleyball
Tracy Lorensen	High School Volleyball
Megan Shaw	Middle School Boys Soccer
Logan Ramirez	High School Boys Soccer
Bobby Long	Middle & High School Boys & Girls Cross Country
David Coates	Middle School Girls Basketball
Bobby Long	Middle School Boys Basketball
Denzel Walls	High School Girls Basketball
Scott Clayton	High School Boys Basketball
Eleanor Young	High School Girls & Boys Swimming
Megan Shaw	Middle School Girls Soccer
Sean Carroll	High School Girls Soccer
Jason Harris	High School Boys Golf
TBD	Middle School Boys Tennis
TBD	High School Boys Tennis
David Coates	Middle School Boys Baseball
Ed Goss	High School Boys Baseball
Bobby Long	Middle School Softball
TBD	High School Softball
Lisa Carden	Middle School Cheer
Stefanie Derby	High School Cheer

Duties of the Head Coach

Coaches employed by Excelsior Classical Academy understand that the athletic program is educational in its purpose and conduct, and that the program is for the collective benefit of the student-athletes and the school.

Prior to employment, prospective coaches will be required to provide ECA with personal information to allow the office staff to conduct a thorough background check. Coaches serve in their positions for one academic year at a time; notification of renewal or dismissal for the next academic year will be given by the Director of Athletics or the Chief School Officer no later than May 31.

Coaches should not only be proficient in the sport for which they are responsible, but also should serve as role models for ECA student-athletes in sportsmanship, teamwork, and appearance before the public. The use of alcohol, tobacco, or controlled substances in the presence of student-athletes or at school functions is prohibited and will be grounds for dismissal. Head coaches should require that assistant coaches and student-athletes represent ECA in exemplary fashion at all times.

Head coaches shall:

1. Submit a team roster to the Director of Athletics immediately following the completion of tryouts.
2. Monitor student-athlete grades and eligibility, with the assistance of the Director of Athletics and/or Dean of Students.
3. Communicate with parents regarding low grades and strategies for improving a student's academic performance.
4. Report all injuries to the Athletic Trainer, and notify the Director of Athletics of any suspected concussions or head injuries.
5. Report all ejections and disqualifications to the Director of Athletics.
6. (Soccer only) Track the number of yellow cards accumulated by players and/or coaches, and report to the Director of Athletics if a player or coach accrues five (5) yellow cards over the course of a season.
7. Maintain game records and player statistics on MaxPreps in a timely fashion following each contest.
8. Provide recaps, summaries, and quotes to the Director of Athletics to assist in the writing of postgame recaps or social media postings.
9. Maintain sports-specific social media sites, if applicable.
10. Supervise all student-athletes and managers before, during, and after practices and games. Coaches are expected to be the first to arrive and the last to leave any athletic event.
11. Designate a parent to coordinate carpool operations for away games (and practices, as needed).
12. Communicate with the Director of Athletics regarding rules, regulations, and/or any problems that may arise.
13. Attend their sport's rules clinic before the season starts, if applicable.
14. Arrange and attend a mandatory preseason meeting with all players and parents to discuss expectations, schedules, etc.
15. Complete the NFHS Fundamentals of Coaching course and Concussion in Sports course prior to coaching in a practice or contest, and ensure that the assistant coaches have completed them.
16. Maintain current CPR/AED certification in accordance with NCHSAA policy.
17. Enforce all ECA and Athletic Department policies, whether at home or on the road.
18. Dress appropriately for the sport he/she is coaching. T-shirts and jeans should not be worn at games.
19. Check and set up all practice and game facilities for general readiness and playability, with the assistance of the Director of Athletics.
20. Keep track of all school-owned athletic equipment being used by the team.
21. Evaluate all assistant coaches at the conclusion of their respective sport seasons.

Athletics/Extracurricular Sports Participation Policy

Athletics and extracurricular sports include ANY athletic team or Upper School club that represent Excelsior Classical Academy in athletic competition. To be eligible to try out and remain eligible to participate for any sport, extracurricular competition or club leadership role at Excelsior, students must meet the following criteria:

- All students must be enrolled in Excelsior to participate
- All students must be in good discipline status through the entire time of their respective sport season or extracurricular sports activity. This means that if a student is suspended for any period of time, his/her status as a team or club member may be revoked by the Coach or Administration. The student is not allowed to participate or attend any sport or co-curricular events during the time of suspension. Violations of the school's behavior policy are subject to review by the Administration and may cause a student to be placed on probation or removed from the team or club.
- All students absent or removed from school for more than half of the day of a contest for any reason may not be in the contest that school day. In order for a student to be able to participate in a contest, the student must be present for a half day of school. Please review the Attendance section of the handbook for specific times.
- Student athletes must receive a health screening each year (within the last 395 days) by a duly licensed physician, nurse practitioner or physician assistant.
- Any athlete who quits a team voluntarily, not including medical reasons, could potentially forfeit being eligible to participate in ECA athletics for a period of one year as determined by administration. This one-year period also applies to any athlete who has been dismissed from a team by a coach or administration.
- Parents and students are responsible for monitoring the progress of their grades throughout the quarter.
- Concussion Forms must be completed and on file for each school year.

Sports Pre-Participation & Medical Examination Forms

ECA Athletics uses [DragonFly](#) to maintain all paperwork for student-athletes, parents, and coaches. The student shall not participate in any tryout, practice session, or contests until the following paperwork is completed in DragonFly:

- A student-athlete information form
- A medical history and a physical examination, signed by a physician, nurse practitioner, or physician's assistant and completed in the last 395 days, subject to the provisions of G.S.90-9, 90-18.1, and 90-18.2. The recommended Sports Pre-participation and Medical Examination Form can be found at:
<http://www.nchsaa.org/pages/464/health-safety-sports-medicine/>

In order to try out, a physical must be valid for the entirety of that sport's season, which means that a physical must be valid through the following dates each season:

- o Fall: November 15
- o Winter: March 1
- o Spring: May 20
- A concussion awareness statement, required by the Gfeller-Waller Concussion Law
- NFHS Sportsmanship Pledge
- An NCHSAA eligibility and consent waiver
- Proof of medical insurance

Academic Eligibility Requirements

Students are required to play only on teams that match their grade levels.

<p>Middle school</p>	<ul style="list-style-type: none"> ● Must meet local promotion standards (A student who is promoted from the fifth grade to the sixth grade automatically meets the requirements for the <u>first semester</u>.) ● Pass at least seventy percent (70%) of academic classes during the semester to be eligible in the next semester ● Student-athletes must be passing at least five of seven classes to participate. Any student with three or more Fs during any interim period is immediately ineligible without the possibility of probation. A student-athlete with two Fs will be placed on academic probation. A student can only be on probation once per semester in an academic year. Student-athletes cannot have more than five unexcused absences in the previous semester. ● Student-athletes on probation must attend mandatory tutoring. At the next progress report or report card, whichever comes first, all grades will be reviewed. Any probationary student not achieving academic eligibility at that point will be removed from athletic participation and will not be eligible to return to athletic participation until the next progress report or report card, whichever comes first.
<p>High school</p>	<ul style="list-style-type: none"> ● (Fall semester only) Meet standards for promotion to the next grade <ul style="list-style-type: none"> ○ 10th Grade: 5 credits, including Math and English ○ 11th Grade: 11 credits, including Math and English ○ 12th Grade: 17 credits, including Math and English ● Pass at least seventy percent (70%) of academic classes during the previous semester or through credit recovery by the start of the current semester. ● Continued athletic eligibility is based on a review of progress reports or report cards and attendance. High school student-athletes must be passing at least five of seven classes to participate. Any student with three or more Fs during any interim period is immediately ineligible without the possibility of probation. A student-athlete with two Fs will be placed on academic probation. A student can only be on probation once per semester in an academic year. Student-athletes cannot have more than five unexcused absences in the previous semester. ● Any student-athlete who has been promoted to the next grade at year's end or during the summer must still meet all these requirements to be eligible at the beginning of the next school year. ● Student-athletes on probation must attend mandatory tutoring. At the next progress report or report card, whichever comes first, all grades will be reviewed. Any probationary student not achieving academic eligibility at that point will be removed from athletic participation and will not be eligible to return to athletic participation until the next progress report or report card, whichever comes first.
<p>Exceptional Children (Grades 6-8)</p>	<ul style="list-style-type: none"> ● The academic eligibility rule will be waived if (1) I.E.P. goals are being met; (2) satisfactory progress is being made in mainstreamed classes, and (3) has the Dean's recommendation

Participation

Excelsior Classical Academy fields both middle and high school teams in most sports it offers. While teaching the values of sportsmanship, perseverance, and commitment is a critically important aspect of our athletic programs, we expect to field the most competitive teams possible in each sport with the objective of winning games and contests. With that in mind, the following policies and principles were established.

Tryouts and cuts

Roster sizes will be determined by the Head Coach of the sport. Students are strongly encouraged to be at each tryout session and must be in attendance for AT LEAST one tryout session to be deemed eligible to make a team. An athlete who does not make a team may try out for another sport provided that the tryout for that sport has not already been completed. Athletes are allowed to play only one sport at a time during a season. Only students who are currently enrolled at Excelsior may attend tryouts.

Depending on the number of student-athletes trying out for a sport, a coach may elect to make cuts to the roster prior to the start of a sport's season. Rosters will be chosen based on student-athlete skills, ability, commitment level, and team dynamic. The decision of whether to keep or cut a player rests solely with the head coach, and the coach's decision is final.

Student-athletes who do not attend the regularly-scheduled tryouts for any reason other than an injury may request a special individual tryout from the head coach, but the head coach is under no obligation to grant such a request.

Tryouts are closed to the public, and may not be attended or viewed by parents or spectators unless approved by the head coach.

Injured Athlete Tryout Policy

Injured athletes unable to try out for a team with limited roster spaces must notify the head coach of the sport for which he/she wishes to try out that he/she would intend to try out if not for the injury; this notification must occur before the first day of tryouts. The head coach and the Director of Athletics will determine the status of the injured player.

Playing Time

One of the most emotional issues surrounding an athlete's involvement in athletics is playing time. Being on the roster and dressing out for a contest does not guarantee that a student-athlete will always participate. The coach will determine playing time based on attendance, attitude, commitment, effort, skill, and ability. At ECA, our sports teams are competitive and playing time is not equal across the team. It is the responsibility of each coach to decide who starts a contest, what position the athletes play, and how long they should play. All students, parents, and community members are asked to respect this model and the coach's decision. Coaches are allowed to develop participation policies more inclusive than the one outlined above.

Student-athletes, parents, and guardians are prohibited from speaking to the coaching staff regarding playing time for 24 hours following the conclusion of a contest, and coaches will not discuss any situation or decision that does not directly pertain to the child of the parents and/or guardians.

If a parent or student has a concern about their playing time in a match, a meeting should be scheduled with the coach to discuss the issue. If the parent or student is not satisfied with the resolution, the parent or student should follow the athletic grievance policy set forth in this section of the handbook.

Quitting Policy

If a student voluntarily removes himself/herself from a ECA fall or winter sports team for any reason after having made the team and added to the official roster submitted to the conference, he/she shall be ineligible for participation on any ECA athletic team for the remainder of that school year. If a student voluntarily removes himself/herself from a ECA spring sports team for any reason, he/she shall be ineligible for participation on any ECA athletic team the following fall.

Exceptions may be granted by the athletic director and/or head coach in the event of a season-ending injury or a family emergency or hardship.

A student-athlete will not be thought of as having “quit” if he/she is declared academically ineligible or dismissed from a team by the head coach.

Attendance at Athletic Practices and Games/Matches/Meets

The NCHSAA's three sport seasons generally run for the following dates:

- Fall (Volleyball, Cross Country, Girls' Golf, Boys' Soccer, Girls' Tennis): August 1 – early November
- Winter (Basketball, Swimming, Indoor Track & Field): mid-October – mid-February
- Spring (Boys' Golf, Girls' Soccer, Boys' Tennis, Track & Field): mid-February – mid-May

Any student who tries out and is selected for a ECA athletic team is required and expected to fully commit to that team. ECA teams take precedence over all outside and other extracurricular programs and teams. Student-athletes may ask coaches to make arrangements with the heads of other extracurricular activities so that the student may split time between concurrently running teams or clubs, but the head coach is under no obligation to create such an arrangement. Student-athletes are responsible for punctuality and preparedness for all practices and contests.

During the sport's season, attendance at all practices and games is mandatory. The practice schedule will be made available by each sport's head coach well in advance. Head coaches will have their own policies and penalties regarding missed practices, and the Director of Athletics will fully support the coach's policies and decisions. Students are expected to be in attendance during both practice sessions and contests. Students must be in school attendance for at least one half of the school day in order to participate in practice or contests during the same day or evening. If a student is not in attendance due to illness, injury, or other required school or family commitment, the student should make prior arrangements with the coach for an excused absence. Students will be excused from team practices and/or contests during regular school vacation periods. It is the expectation of the coach and athletic department that the student will notify the coach at least 2 weeks prior to the excused absence.

A participant who fails to attend a regularly scheduled practice session or contest and receives an unexcused absence may be withheld from the next scheduled contest. If an additional unexcused absence occurs, the participant may be dismissed from the team for the remainder of the sport season. Excused and unexcused absences may affect a student athlete's playing time as new plays, stunts and formations may have been missed.

Students absent from athletic practice for five or more consecutive days due to illness or injury must receive a medical release from a physician licensed to practice medicine before remittance to practice or contests. Students with potential head injuries must receive a medical release by a physician licensed to practice medicine before readmittance to practices or contests.

Dismissal from Team by Head Coach

The head coach shall have the right to dismiss a player from his/her team in accordance with policies laid out by the coach at the beginning of the season. The provision regarding “quitting” a team does not apply; if a student-athlete is involuntarily dismissed from a team, he/she shall be able to try out for other athletic teams that year.

Managers

Student managers are held to the same academic requirements that student athletes on an ECA athletic team are. Managers are expected to attend all games and practices and perform the duties assigned to them by the head coach. Managers are limited to two (3) per team.

Behavior Policy

As student-athletes are called upon to represent and be the public face of ECA, all student-athletes are expected to be exemplars of respectful behavior. The penalties for falling short of that expectation are below. Coaches may implement policies more stringent than these, but not less stringent.

- Infractions that carry a 1-game suspension:
 - Two (2) in-school suspension referrals
 - An out-of-school suspension for any infraction
- Infractions that carry a 2-game suspension:
 - Ejection from a contest
- Infractions that cause removal from the team and ineligibility for all athletics for the remainder of the academic year:
 - Ejection from a contest for fighting
 - Two (2) out-of-school suspensions in one academic year

Student-athletes who are suspended for 1 or 2 games may be present with the team, but may not dress out for contests.

Ineligible Student-Athletes

Student-athletes who are ineligible due to violations of the behavior policy are not permitted to serve as managers or be part of an ECA athletic team in any capacity for the duration of their period of ineligibility. It shall not be the responsibility of the coaches or parents of team members to supervise ineligible student-athletes at practices or games.

Student-athletes who are ineligible for academic or attendance reasons may serve as a team manager, at the discretion of the head coach.

Attendance in School

Students must be in school and in class for no less than half of the academic day in order to participate in a practice or game that day. Absences due to extenuating circumstances such as religious observances and family emergencies will be considered on a case-by-case basis by the Director of Athletics, Executive Director, and/or Director of Operations.

24 Hour Rule

School parents and coaches will be expected to follow a 24-hour rule regarding communicating with one another. ECA coaches are competitive, and ECA parents are passionate about their children. There may be times when coaches and parents disagree about playing time, position, strategy, or any number of things.

The appropriate time to discuss these matters is not immediately following an athletics contest. As a result, parents should not contact a coach within 24 hours of any such contest. Once the 24-hour window has passed a parent may request a meeting with the coach to discuss the disagreement. Parents and coaches should remain cordial and respectful during any such meeting.

Recruiting Statement

Excelsior Classical Academy expressly prohibits coaches, administrators, or stakeholders from recruiting students for the purposes of athletics. All students will be subject to the same admissions criteria regardless of athletic abilities, and should choose to attend ECA for its academic programs and offerings rather than a particular athletic program..

Medication Responsibilities

School coaches must adhere to the School medication administration policy found in the Student and Family Handbook for all athletic events including tryouts, practices, & contests.

Concussion Awareness

On June 16th, 2011 the Gfeller-Whaller Concussion Awareness Act was signed in an attempt to educate student athletes, parents, coaches, and first responders on the symptoms and expectations related to concussions. In order to meet these regulations, student athletes as well as their parents are required to read and sign the *Concussion: Information for Student-Athletes & Parents/Legal Custodians* document included in this packet. This is an annual requirement for participation in Athletics at ECA. The document is meant to help educate families on the symptoms and obligations associated with concussions.

Information regarding the Gfeller-Waller Concussion Awareness Act can be found at <http://gfellerwallerlaw.unc.edu/GfellerWallerLaw/gwlaw.html>

Emergency Action Plan

In keeping in compliance with the Gfeller-Waller Concussion Law, the Department of Athletics has an Emergency Action Plan (EAP) that outlines the steps to be taken by coaches, trainers, and administrators in the event of an injury or emergency at a practice or contest. The Director of Athletics shall regularly update the EAP as needed and notify coaches of any changes. The EAP may be viewed by parents and guardians by request.

Professional Development

In addition to the NFHS courses required by the NCHSAA (Fundamentals of Coaching and Concussion in Sports), the Department of Athletics encourages all coaches to achieve Accredited Interscholastic Coach (AIC) and Certified Interscholastic Coach (CIC) status through the NFHS, and will support all coaches in doing so.

Insurance Coverage

It is recommended that players be covered by adequate medical and accident insurance. A Lifetime Catastrophic Liability Insurance plan is available to middle and junior high athletes through the North Carolina High School Athletic Association.

Uniforms

Athletic uniforms are the property of ECA, and it shall be the responsibility of the student-athletes and their parents/guardians to take care of all issued uniforms and equipment and return them in good condition at the conclusion of the sports season. Student-athletes are responsible for the care, security and use of uniforms and any sports equipment provided by the school. Athletic participants will be responsible to pay the replacement fee for equipment or uniform items issued by the school for use of the student-athlete if those are deemed abused or not returned. Student-athletes will be withheld from athletics in succeeding seasons and all school events and field/overnight trips until this obligation is met.

The set of uniforms for teams will be replaced approximately every four (4) years, on a rotating basis, depending on the condition and legality of uniforms.

Vendor

ECA partners with BSN Sports for all uniforms, apparel, and equipment for its sports teams. Our school's representative is Joe Nagle (jnagle@bsnsports.com).

Apparel

Student-athletes and their families will have the opportunity to purchase team t-shirts, hoodies, jackets, etc. if the coach wishes to make them available. The head coach may require the purchase of a team t-shirt, but all other additional team apparel shall be optional.

Inappropriate Actions, Behavior, and Conduct

The Coach, Athletic Director, Upper School Dean, and Executive Director reserve the right to deny athletic participation to any student whose inappropriate actions or conduct are not specifically covered in this handbook or individual team rules.

Unsportsmanlike conduct, insubordination, inappropriate behavior/conduct in school or at home or away contests, etc. are not representative of Excelsior students, teachers, or families and will not be tolerated. Exemplary actions, behavior, and conduct are expected from all parties in attendance. Any student, parent, or individual that exhibits unsportsmanlike conduct or inappropriate behavior will be barred from any additional athletic events that season. A second offense in subsequent seasons will result in the barring of said individual from any athletic contests involving ECA for the rest of the school year.

Travel and Transportation

Coaches will provide parents with expected arrival times for practice, games, meets, and meetings. It is expected that parents will respect the coaches' time and be prompt in picking up their children. Parents must arrive to pick up their children within ten minutes after the expected arrival times. Any issues with parents failing to pick up their child on time will be handled by the Athletic Director, and the student's ability to participate in practice and future games may be jeopardized.

Please note that student athletes are not permitted to ride with coaches regardless of circumstance.

Student-athletes who are licensed to drive may drive themselves (and teammates, if allowed by law) to athletic contests and practices as long as parents have granted permission in the transportation waiver form that's part of the paperwork that must be completed in DragonFly.

Early Dismissal for Athletic Purposes

Due to the relatively late end of the school day at ECA, student-athletes in outdoor sports will occasionally be dismissed from school prior to the end of the school day in order to travel to a contest. It shall be the responsibility of all student-athletes to make contact with the teachers of any class(es) he/she will miss due to an athletic contest to get any important materials and make arrangements to make up missed assignments and/or tests. The Director of Athletics should attempt to arrange the schedule to minimize the number of early dismissals required.

Off-Season Skill Development and Conditioning

Coaches may arrange off-season skill development and conditioning sessions in accordance with NCHSAA guidelines. Student-athletes cannot be required to attend such sessions and are encouraged not to.

Awards

Overall Department Awards

The Department of Athletics shall recognize the following overall awards at the conclusion of all sport seasons in an academic year. The recipients shall be selected with input from the coaching staff and ECA faculty:

- One (1) male and one (1) female scholar-athlete of the year for grades 9-10 and for grades 11-12 – each winner shall receive a small trophy
- One Flying Lion Award winner, “in recognition of his/her work ethic, determination, good sportsmanship, and for embodying what it means to be a student-athlete.” – the winner shall receive a plaque with this statement included.

Overall department award winners shall be recognized on a plaque in the ECA gym’s main trophy case.

Team Year-End Awards

Each team shall select four (4) award winners:

- Team MVP (soccer may choose an offensive and defensive MVP)
- Most Improved
- Up to two (2) Coach’s Awards – can be given for any reason the head coach sees fit

Retired Jerseys/Hall of Fame

A student-athlete who meets the following criteria shall be recognized with a commemorative plaque or recognition on a team-specific display.

- Graduates from ECA
- Remains on the team for which he/she earns jersey retirement through his/her senior year
- Earns ONE of the following merit-based recognitions:
 - o Makes a 1st Team All-State team recognized either by the NCHSAA or the appropriate media organization or coach’s association for the sport in question
 - o Wins a state championship in an individual sport or event
 - o Wins two (2) or more regional championships in an individual sport or event
 - o Wins conference Player/Pitcher/Goalie/Runner of the Year two (2) or more times
 - o Earns recognition as the Team MVP on a team or relay that wins a state championship

If a student-athlete from volleyball, basketball, or soccer earns jersey retirement, the jersey number worn by the student-athlete for the majority of his/her career shall be removed from circulation.

Awards Banquet

The Department of Athletics shall host a year-end athletic banquet each spring where team award winners, varsity letters, and other state and conference recognitions will be presented.

Athletic Grievance Policy

All problems, concerns or complaints must be addressed in private at a time previously scheduled with the coach. Concerns should not be addressed in front of the other student athletes and must first be addressed to the coach at an agreed upon time and location. If closure is not reached between the parent and coach, then the following grievance address structure should be followed:

1. Coach of Sport
2. Athletic Co-Directors, Kim Carpenter and David Coates
3. Executive Director, Dana Coyle
4. School Board of Directors

Inclement/Hot Weather Guidelines for Outdoor Sports

All outdoor sports should follow the Inclement/Hot Weather Guidelines found at: <http://www.nchsaa.org/page.php?mode=privateview&pageID=575>. These guidelines are reviewed/revised annually by the Sports Medicine Advisory Committee of the NCHSAA.

School Disciplinary Action

Students currently under suspension at school will not be permitted to practice or play in games. Students on their second suspension in the school year will not be permitted to play in the next game. At any point in time a student may be removed from the team for disciplinary reasons.

Student-Athlete Social Media Policy

Student-athletes are expected to be exemplary representatives of themselves, their teams, and ECA both at school and in the community. With that in mind, student-athletes shall refrain from posting any content on social media sites that reflects negatively on him/herself, the team, the Department of Athletics, and ECA. Unacceptable content includes, but is not limited to:

- References to drugs, alcohol, or illicit substances
- Content of an explicitly sexual or adult nature
- Open criticism of teammates, coaches, ECA administrators, or opposing players or schools

It shall be the responsibility of the head coach and parents to counsel student-athletes on the nature of their social media content.

Student/Parent/Coach Expectations

Expectations of Parents and Spectators

Without the support and encouragement of our parents, ECA Athletics would not be able to function. In addition to providing material support, parents can help the athletic program by modeling positive behavior for student-athletes both in the stands and at home.

Parents are expected to:

- Not force an unwilling or uncommitted child to participate in sports.
- Model sportsmanlike behavior. There is no place for profanity or the harassment of players, coaches, or officials at any interscholastic event.
- Show respect for the opponents, and applaud good plays by both teams.
- Respect the officials' decisions, and not publicly berate them.
- Respect the coaches in front of your child, even when there is a disagreement. The coach's authority and ability to coach should never be undermined or questioned in the presence of the players, including the parent's own child.
- Not compare their child to other players on the team.

The Director of Athletics or his/her designee shall have the authority to eject from home contests any parent or spectator who fails to abide by the sportsmanship guidelines outlined above, and ban him/her from attending ECA athletic events in the future.

Student Responsibilities

1. Come to practice fully prepared and dressed appropriately
2. Come to all practices and games on time
3. Respect the coach at all times
4. Respect your fellow teammates, opponents and the officials at all times
5. Focus and give 100% effort at every practice and game
6. Represent the school well at all athletic activities
7. Maintain academic eligibility

Parent Responsibilities

1. Ensure your child attends practices fully prepared and dressed appropriately
2. **Pick up your child after every practice and game on time.** Respect the coaches and their time in this manner
3. Respect the coach's decisions at all times
4. Respect your child's teammates, their opponents, and the contest officials at all times
5. Represent the school well at all athletic activities
6. Volunteer as needed at games and practices
7. Volunteer at annual UNCC fundraiser

The Coach's Responsibilities

1. Be on time at all practices and events for the team
2. Come prepared to run an efficient and effective practice for all of the athletes on the team
3. Act fairly without favoring students during practices
4. Develop strategies and formations that will benefit the team as they strive for success
5. Give 100% effort at every practice and game

6. Respect your student athletes, their opponents, and the contest officials at all times
7. Represent the school well at all times
8. Ensure at least two adults are at every practice or game
9. Escalate parent or student issues to the Athletic Director in a timely manner
10. Stay until the last child is picked up by a parent
11. Monitoring grades per the eligibility requirements. Confirming tutoring has been attended when required.

Extracurricular Substance Abuse Policy

The use and/or possession of tobacco, alcohol and illegal drugs, including performance-enhancing products, are prohibited. If use of such substances by a School student club participant or athlete is reported to the school, the following process will occur:

1. An initial meeting will take place with the Athletics Director or Grade Level Dean, the School Counselor and the student to discuss the violation.
2. The student's parents will be notified in a timely manner.
3. The Athletics Director will facilitate a meeting of the student, their parents and a school administrator to determine the validity of the reported violation and discuss consequences.

If the student is found to have violated the Substance Abuse Policy, the following penalties will be imposed:

First Offense: The student will be suspended from active participation with the team for a period of 10 days. The student will attend but not participate in practices/club meetings. Once the suspension has been served, the student will be withheld from participation in the next two athletic contests (if applicable) but will be allowed to practice. The denial of athletic contests cannot be concurrent with the timeframe of the first suspension.

Second Offense: Student is removed from the team or club.

2023-2024 Athletic Offerings

Middle School Sports for 2023-2024 School Year (Grades 6-8)

Fall Sports

Boys Soccer
Girls Volleyball
Boys and Girls Cross Country

Winter Sports

Girls Basketball
Boys Basketball
Cheerleading
Swimming (exhibition)

Spring Sports

Girls Soccer
Boys Baseball
Girls Softball
Coed Golf
Tennis

High School Sports for 2023-2024 School Year (Grades 9-12)

Fall Sports

Boys Soccer
Girls Volleyball
Boys and Girls Cross Country

Winter Sports

Girls Basketball
Boys Basketball
Cheerleading
Swimming

Spring Sports

Girls Soccer
Boys Baseball
Girls Softball
Coed Golf
Tennis
Club Boys Volleyball

Topics Not Covered

The Director of Athletics shall have the authority to address and make decisions on issues pertaining to the ECA Department of Athletics that are not directly addressed in this manual.

Head coaches shall have the authority to develop policies that pertain to their respective sports, provided that those policies do not conflict with ECA, Department of Athletics, or NCHSAA rules and regulations.

Annual Review

This athletics manual shall be reviewed following the conclusion of each academic year. All members of the ECA administration and ECA athletic staff may suggest changes, revisions, additions, or deletions to the manual at that time, to become effective on August 1 of the following academic year. The Director of Athletics, the Upper School Dean, the Director of Operations, and the Executive Director shall make the decision on what changes, revisions, etc. are made.