



Socrates Academy Parent & Scholar Handbook

2025-2026 School Year

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School Essentials

Mission & Core Values

Mission

Socrates Academy is a preparatory school for college and career readiness that works in partnership with our local and global community to inspire scholars to reach their full academic and intellectual potential. Scholars employ intellectual curiosity and engage in critical thinking while adhering to principles of diversity, equity, equality, and empathy. Multicultural competency is enriched with advanced coursework in the Greek language and cultural heritage, the cradle of Western civilization and democracy.

Core Values

Our vibrant school community embodies the following values:

- Filotimo (Greek: Φιλότιμο): Almost impossible to translate sufficiently, as it describes a complex array of virtues that encompass honor, dignity and pride; to always act with righteousness, integrity, and honor.
- Arete (Greek: Αρετή): Excellence of any kind and moral virtue. Fulfillment of purpose or function: the act of living up to one's full potential.
- Philoxenia (Greek: Φιλοξενία): eagerness to show hospitality
- Ethos (Greek: Ηθος): Ethical Behavior
- Personal Responsibility: Each person is accountable for their actions and the welfare of their community.
- Empathy and Kindness: Engaging in cognitive, emotional, and compassionate understanding of others and responding with kindness.
- Respect of Diversity, Equity, and Justice
- Moral Courage: Doing what is right and leading by example
- Strive for Excellence (Greek: Αιέν αριστεύειν): Setting goals and always striving to do one's best and seeking continuous improvement

School Governance

Board of Directors

Socrates Academy is a non-profit organization. As a non-profit, Socrates Academy is governed by a Board of Directors. The Board of Directors has between five and twelve members. The primary responsibilities include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. The Board meets the 2nd Wednesday of each month

at 7:30pm. All board meetings are open to the public. Public comments are allowed at board meetings. [Anyone who wants to make a public comment must register in advance.](#)

2025-2026 Board of Directors

Board Members and Positions

- John Couchell, President
- Antonis Stylianou, Vice President
- Despina Koumantarous, Treasurer
- Zoi Phiippakos, Member
- Rhonda Patterson, Member
- Brenda Bilal, Member
- Klea Miho, Member
- Janis Dellinger-Holton, Member

2025-2026 Administrative Team

- Vanessa Baker, Head of School
- Stefanie Savage, Head of Lower School
- Jerome Crews, Head of Middle School
- Shawana Ford, Head of Upper School
- Matthaïos Stamoulis, Head of Greek Studies and Enrichment Programs
- Demetrios Pourlos, Dean of Scholars

Non-Discrimination

Equal Education Opportunities

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

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

- The Head of School
- For Title IX harassment and discrimination, contact the Title IX Coordinator, Ms. Ford, and review the Title IX policy;
- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact Ms. Ford and review the non-Title IX policy found in attachments as well as the Title VI policy found below.

Title VI

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

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

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

Compliance with Other Laws

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

Religious Accommodations

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

School Campus Expectation Policy

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

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

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

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

- Disruptive actions that interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot, office area, or any other area of the School grounds (including social media postings or discussions with community members regarding the School or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language, or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to School staff, board members, visitors, fellow parents/guardians, or students, regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying School property.

- Abusive or threatening e-mails, texts, voicemails, phone messages, or other written communication.
- Defamatory, offensive, or derogatory comments regarding the School or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns about the School must be made through the appropriate channels by speaking to the class teacher or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on School premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences. Please communicate with the School staff so that we may investigate and handle such concerns.
- Carrying weapons, smoking, and/or consuming alcohol or other drugs whilst on School property, unless permitted for a specific event approved by the Board of the Executive Director.
- Animals/pets brought onto the School premises without permission. Please note: *Service animals are permitted. For more information, please see this handbook's Service Animal policy in Attachment C.*

Adult Code of Conduct

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

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

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

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

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation immediately.
3. Possible script: *“Unfortunately, we need to end this conversation here. I understand you are upset, but we cannot continue until we can communicate with a calm tone and appropriate language.”*
4. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

To the extent that an adult’s actions/behavior fall below the code of conduct, the adult can be subjected to disciplinary action by the administration.

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

Violence/Threats

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

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

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

Banning from Campus

Socrates Academy reserves the right to ban any person, including parents, separated personnel, or those under investigation, from campus where there is a safety or security concern,

actual/potential disruption to the school environment, or where it is in the best interest of the School to do so. The Head of School, their designee, or the Board may issue such a ban.

Parent and Family Engagement

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

[Please read our Family-School compact.](#)

Definition of Parent and Family Engagement

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

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

Purpose and Operation of Title I Program

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

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

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

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

Annual Meeting and Program Evaluation

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

Parent and Family Engagement Efforts

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

The Head of School shall ensure that this School-level parent and family engagement plan is developed, agreed upon, and annually distributed to parents and family members of participating students. In addition to the School-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities. They must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance. School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs to provide equitable services to students enrolled in private schools. The Head of School/Director/Executive Director or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

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

- preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
 12. Ensure that parents are involved in the school's Title I activities; and
 13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

Notice Requirements

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

Program for English Learners

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

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

School Report Card

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

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

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

Teacher Qualifications

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

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

Student's Academic Growth and Achievement

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

Parental Rights and Opportunities for Involvement

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

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

Website Distribution of Information

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

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

The Head of School shall develop any administrative procedures necessary to implement the requirements of this policy.

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 Socrates Academy's Board of Directors and shall be linked to the School's official websites.

Misuse of the Brand (Defined):

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

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

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

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

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

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

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

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

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibilities under state or federal law, including but not limited to free

speech rights. Furthermore, nothing in this policy is intended or should be construed to discourage or interfere with any individual's right or decision to participate in a proceeding with any appropriate federal, state, or local government agency, or to prohibit any individual from cooperating with any such agency in its investigation.

Social Media Citizenship Standards & Expectations

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

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

For violations of the policy, see Code of Conduct.

Academics & Curriculum

Academic Honesty

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

School Honor Code

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

School Honor Code

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

Honor: Having high moral standards of behavior; Being judged by other people as possessing good qualities or character.

Integrity: Possessing the quality of being honest and fair.

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. Plagiarizing is a form of cheating.

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. Plagiarism includes:

- Excessive parental assistance with 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 School Technology Handbook's rules and/or guidelines.

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

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 or viewing non-approved websites on school laptops.

Reporting of Honor Code Violations

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

Consequences for Violating the Honor Code

Cheating on any assignment, quiz, or exam will result in a zero entered for the grade, and the teacher will contact the parent.

Subsequent cheating will be handled by the grade level principal.

Students who plagiarize will be given a zero for the assignment. In the case of the first offense, the student will be allowed 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.

The Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) has emerged as a key tool in the realm of education, supporting students in various ways, such as homework assistance, problem-solving, language learning, and so forth. However, with its growing role in education, we must address how AI interacts with our school's policies on academic integrity.

ROLE OF AI IN LEARNING

AI can be a potent tool in your learning journey. It can offer personalized learning materials, help you understand complex topics, and give you access to a wealth of knowledge. It can facilitate

studying and make learning more interactive and engaging. However, while using AI, it's essential to ensure that your actions remain within the framework of academic integrity.

GUIDELINES FOR AI USE AND ACADEMIC INTEGRITY

- Understand the Difference Between Assistance and Cheating

AI can assist in finding information and explaining concepts, which is very much like a tutor assisting you. However, you should never use AI to complete your assignments, tests, or any form of graded work entirely on your behalf. This would be equivalent to cheating.

Cite AI-Sourced Information

When using AI for research or gathering information, ensure that you properly cite the sources provided. Not doing so could result in plagiarism. AI is a tool to find information, but that does not exempt you from acknowledging the original creators of that information.

- Do not Use AI to Circumvent Learning

AI is here to complement your learning, not replace it. Using AI to bypass understanding concepts or doing the work yourself defeats the purpose of education, which is to develop your knowledge, skills, and competencies.

- Understand the Limitations of AI

While AI can be very helpful, it's not infallible and shouldn't be wholly relied upon for accuracy. Always cross-verify information from multiple sources and don't hesitate to ask your teachers if you're unsure about something.

CONSEQUENCES FOR MISUSE OF AI

The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent one's understanding, will be treated as a serious violation of our school's honor code (as described in the prior section).

We encourage you to use AI as a learning tool, but to do so responsibly and ethically. Remember, the goal of your education is not just about earning grades; more importantly, it's about learning, growing, and preparing yourself for the future. The responsible use of AI aligns with these goals and helps you become a better learner and future leader.

Promotion and Retention Policy and Academic Standards

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

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

State Testing

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

3rd Grade

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

4th Grade

- Reading EOG
- Math EOG

5th Grade

- Reading EOG
- Math EOG
- Science EOG

6th & 7th Grade

- Reading EOG
- Math EOG

8th Grade

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

ESL Students Only (Grades K-12)

- ACCESS

Greek Benchmarks

Elementary

Scholars in grades 3-5 will take a Greek benchmark 3 times a year (fall, winter, and spring). This benchmark will be used to ensure scholars are progressing on the Greek language standards. The 5th grade spring benchmark will be used to place scholars into their 6th grade Greek Language class.

Middle and Upper School

Scholars in grades 6-12 will take a Greek benchmark 3 times a year (fall, winter, and spring). This benchmark will be used to ensure scholars are progressing on the Greek language standards. The spring benchmark will be 20% of the final grade for the Greek Language class. MS scholars cannot be exempt from this exam.

Schedule Changes

Middle & Upper School

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

Withdrawal Procedures

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

Student Files

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

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

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

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

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

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

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

Right to Know Under the Every Student Succeeds Act

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

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

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

Whether the student's teacher:

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

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

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

In addition, parents have the right to information about:

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

The Protection of Pupil Rights Amendment

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

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

1. Any other protected information survey, regardless of funding.
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law).
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others.
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a School to its students.
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes.
 3. Instructional material used as part of the educational curriculum.

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

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

Directory and Photo/Video Permission Granted

PHOTO/VIDEO. Parents/guardians agree, without compensation, to permit the School, its contractors, employees and students to use, reproduce, exhibit, display, broadcast, distribute and create derivative works using their child's photographic image or likeness and/or their child's work product in, including but not limited to, the School's publications, promotional materials, website, alumni materials, and videos for the purposes of promoting, publicizing, illustrating or explaining the School, its activities or programs and otherwise for the use and benefit of the School for other purposes. In most instances, photographs of students are published without names or with first names only. This permission includes print, broadcast, photographs,

videotape, video, DVD, CD-ROM, and all present and future forms of electronic, online, or cloud-based media. This release shall continue in force until revoked explicitly by the parents/guardians in writing by email, mail, or fax addressed to Jerica Rivas - jrivas@socratesacademy.us, except to the extent that the School has already relied upon it. If parents/guardians revoke this release, the School shall have a reasonable time to comply with that request.

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

DIRECTORY INFORMATION. The School publishes an annual school directory of enrolled families to facilitate communication and community building within the School community. The directory should not be shared outside the community or used for commercial or solicitation purposes. The directory includes student and parent/guardian names, mailing addresses, email addresses, telephone numbers, and the student's grade. If you do not wish to be included in the directory, or if you wish to update your directory, please contact Jerica Rivas - jrivas@socratesacademy.us.

Exceptional Children

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

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

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

Who does this Program serve?

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

What is an IEP?

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

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

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

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

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

Contact your grade level counselor.

Section 504 of the Rehabilitation Act

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

What is A 504 Plan?

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

What is considered a disability under Section 504?

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

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

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

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

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

Your grade level counselor.

Child Find

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

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

Outside Providers and Dual Enrollment

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

Services for Academically or Intellectually Gifted Students

Challenging Young Minds, Nurturing Bright Futures - Our AIG/TD program supports high-ability students from Kindergarten through high school with enriched, accelerated learning tailored to their strengths. With cluster classes, flexible grouping, daily WIN enrichment, and exciting opportunities like academic competitions and field trips, gifted learners thrive at Socrates Academy.

AIG Identification Types:

AI: Academically and Intellectually Gifted

AG: Academically Gifted

AM: Academically Gifted in Math

AR: Academically Gifted in Reading

IG: Intellectually Gifted

More information can be found here - <https://www.socratesacademy.us/gifted>

Grading at Socrates Academy - Elementary

We utilize Standards-Based Grading in grades K-5. Standards-based grading (SBG) is an intentional way for teachers to track their student's progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding of various skills. Standards-based grading is a way to view student progress based on proficiency levels for identified standards rather than relying on a holistic representation as the sole measure of achievement.

More information can be found in the Parent Guide to Standards-Based [Grading](#).

Grading at Socrates Academy - Middle & High

The long-term success of our students at school 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 very best effort in the classroom every day. For consistency and fairness within the school, we believe it is essential to have a clear set of grading expectations clearly understood by students, teachers, administrators, and parents. Each grade level will communicate its grading policy to the students and parents at the beginning of the year.

Grading Scale for Grades 6-8:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grading Scale for Grades 9-12:

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 GPA. All AP courses will be awarded 1 quality point when calculating GPA.

Promotion from 9th – 10th grade: Students must successfully complete 6 credits, including English I and a minimum of Math I. In addition, at least one science or social studies credit.

Promotion from 10th – 11th grade: Students must successfully complete 12 credits, including English II, Math I, and 3 science/social studies credits.

Promotion from 11th – 12th grade: Students must successfully complete 18 credits, including English III, a minimum of Math II, and 5 additional science/social studies credits including Biology.

If a student fails a course they must retake the course for full credit. All EOC courses must be retaken at Socrates Academy during the school year. If a student fails a non-EOC course they can request to retake it over the summer at a school-approved vendor at the parent's expense. If a student retakes a course their new grade will replace the failing grade.

Socrates Academy Graduation Requirements

Total credits required: 28; Global Studies Diploma: +2		
Course of Study	Socrates Academy Global Studies Diploma Requirements	Socrates Academy Traditional Diploma Requirements
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
Math	4 Credits Math I, II, III and another advanced math course	4 Credits Math I, II, and III and another advanced math course*
Science	3 Credits - A physical science course; Biology; and an Earth & Environmental Science Course	3 Credits - A physical science course; Biology; and an Earth & Environmental Science Course
Social Studies	4 Credits – Founding Principles of the US of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; World History	4 Credits – Founding Principles of the US of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; World History
Global Studies	8 Credits	6 Credits
Electives	6 Credits	6 Credits
Health	1 Credit	1 Credit
Total Credits Required	30	28

*Foundations of Math I can be substituted as the advanced math course at the Principal's discretion. Students taking Foundations of Math I as the advanced math substitute will not be eligible to attend a four-year school without attending community college first.

Four Elective credits from the following:

1. Career and Technical Education (CTE)
2. Arts Education (e.g., dance, music, theater arts, visual arts)

3. World Language (i.e., Greek, Spanish, or Chinese)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

Global Studies credits include the following (two additional credits are required for the Global Studies Diploma):

1. Greek I-V
2. Greek Heritage I
3. Greek Heritage II

Grade Calculation Upper School

Scholars take semester-long courses. Semester grades are calculated as shown below.

$$\text{Final grade} = (\text{Quarter 1} \times 37.5\%) + (\text{Quarter 2} \times 37.5\%) + (\text{Final Exam}^* \times 25\%)$$

*If a student is exempt from the final exam, then the final year grade will be calculated as follows:

$$\text{Final year grade} = (\text{Quarter 1} \times 50\%) + (\text{Quarter 2} \times 50\%)$$

Final Exam Exemption

Students in grades 9-12 may be exempted from the final exams in a non-EOC class. Scholars cannot be exempt from final Greek exams.

- A grade of “A” with no more than 2 unexcused absences during the semester
- A grade of “B” and no more than 1 unexcused absence during the semester
- A grade of “C” and zero unexcused absences during the semester

Upper School Honors Classes

Students may elect to take honors level classes in high school. To qualify for honors classes, students must have passed all prerequisite classes.

Transcripts

Official transcripts may be requested in person at the main office and require 72 hours advance notice. Electronic transcripts will be provided free of charge. Each scholar is entitled to 3 hard copies furnished by the school. After 3 copies, they will be provided for a fee. Contact jrivas@socratesacademy.us to request a transcript.

Student Letters of Recommendation

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

agree to do so, they will be expected to furnish the letter to the appropriate party within two weeks.

Day-to-Day School Operations and Procedures

Elementary & Middle School Attendance

Daily attendance is very important for children to make adequate progress in school. Being on time helps to maximize instruction. Attendance records, including absences and tardies, become a part of each scholar's permanent school file. Parents/guardians are asked to send to the school a written note **within 48 hours** of an absence that states the date and the reason for the absence. Excuse notes will not be accepted after 48 hours. Parents should complete an absence excuse form [for each absence] found on our website. Per North Carolina State Board of Education guidelines, and the North Carolina Compulsory Attendance Law, absences must fall into one of the following categories to be considered excused:

1. Illness or injury
2. Quarantine
3. Death in the immediate family
4. Medical or dental appointments
5. Court or administrative proceedings
6. Religious holidays or observances
7. Valid educational opportunity with approval prior to the absence (up to 5 school days)

Absences that have been documented but not within the above categories may be considered unexcused.

Undocumented / Unexcused Attendance Policy

After 3 accumulated undocumented unexcused absences, teachers will contact parents for the reason as to why their scholars are absent and to request written documentation explaining the absences. If no documentation is received, then the absences are considered unexcused.

After 6 accumulated unexcused absences, teachers will notify parents of the unexcused absences in writing. If written documentation for the absences is not received and approved, then the parents/guardians will be required to meet with the school-based Attendance Committee.

After 10 accumulated unexcused absences, teachers will notify parents, administrators, and the school-based Attendance Committee of the unexcused absences in writing. If written documentation for the absences is not class received and approved, the principal will notify the district attorney and the director of social services of the county where the child resides. Any parent, guardian, or other person who violates the Compulsory Attendance Law may be guilty of a Class 1 misdemeanor (N.C.G.S. 115c-380).

Maximum Number of Absences

At the elementary and middle school level, any student with 20 or more absences (excused and unexcused) in one or more classes during a school year is subject to failure of the grade. If the presiding administrator determines that retention is necessary based on attendance, the parent/guardian and student will be notified in writing. The parent/guardian or student shall have ten (10) school days from the date of receipt of such notification to appeal to the principal's for final decision.

Educational Leave of Absence Policy

A planned absence that extends beyond five consecutive scheduled school days requires a formal application process in advance according to the Educational Leave of Absence Policy. The formal request must be made to the Principal or his/her designee 30 days prior to leaving and must include the dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work. **Planned absences that shorten the Academy year by coinciding with either the beginning or the end of the Academy's extended school year are not permitted.** Educational leaves of absence will only be approved for a limited number of days not to exceed five days.

Tardiness

Daily attendance will be taken. If a student is not with his or her class at this time, he or she will be considered tardy to school regardless of the time of entry into the building. Parents/guardians must sign their children into school if they are late. Parents/guardians may not accompany students to their classrooms. Accumulation of 5 unexcused tardies or 5 unexcused early dismissals will result in one unexcused absence.

Early Dismissals

Early dismissals may be requested for funerals, medical appointments, and court appearances. Tardies and early dismissals are combined under the tardies column in PowerSchool. Early dismissals are strongly discouraged. If a student has a need for a standing early dismissal, (e.g., weekly medical or therapy appointment), the parent must submit a written request to the Principal. These requests will be handled on a case-by-case basis. Children must be picked up before 2:30 p.m. to prevent interference with the carpool.

Safety Related to Dismissal

No child is ever dismissed from school without the parent/guardian present. Verbal dismissals (by phone) and emails are not permitted.

High School Attendance

1. It is the responsibility of the student to gather and complete all assignments and classwork missed during their absence. All classwork missed due to absences may be made up within two days of returning to school.

2. Any time a student arrives late to class or leaves class early it will be coded as tardy. Four tardies (unexcused late arrivals to class or early checkouts) = 1 absence. A student must be present a minimum of ½ the period to be considered in attendance for that class.
3. Students missing more than 13 days cannot participate in sports.
4. Upon return to school, the parent/guardian should complete the absence excuse form found on the Socrates Academy website. Notes will not be accepted at the end of the semester during the absence appeals process. Notes will be reviewed by administration and attendance codes will be changed according to North Carolina attendance law.

Classroom Interruptions

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

Tardy/Early Dismissal Procedures

Late Arrival to School

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

Students tardy due to illness will only be excused with parent communication – in writing via email to jrivas@socratesacademy.us

Early Dismissal from School

Early dismissals are only excused for medical and dental appointments or to comply with court-ordered attendance at a legal proceeding. Early dismissals for athletics are considered excused. Please remember, teachers are still instructing in the classrooms until the end of the school and early dismissals interrupt instruction.

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 jrivas@socratesacademy.us.

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 and signed note from the parent/guardian

giving permission for that person to pick up the student. **Proof of identity is required in order to pick up a student.**

High School students who drive themselves to school must bring a note signed by the parent, including a contact number for the parent, to the office before school begins to be released for appointments during the school day. A dismissal slip will be issued to the student after the parent has been contacted and the early dismissal has been verified.

The latest time a child may be picked up for early dismissal is 3:00 pm.

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-5 – Arrive before 12:30 p.m. or leave for early dismissal after 12:30 p.m.

Grades 6-12- Arrive before 12:00 p.m or leave for early dismissal after 12:00 pm

Make-Up Work for Absences

Students are responsible for, and they are permitted to, make up all work missed during absences. All work must be made up according to the course syllabus unless the teacher or an administrator determines that extenuating circumstances might support an extension of time. 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 provide the student with make-up assignments or exams as needed. Detailed information about makeup 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.

Middle School and Upper School students are given 3 days to make up work from when they were absent.

School Hours

Grades K-5

Drop off: 8:05 - 8:23 a.m.

School hours: 8:25- 3:45 p.m.

Grades 6-8

Drop off: 7:30 - 7:48 a.m.

School hours: 7:50 a.m. - 3:10 p.m.

Grades 9-11

Drop off: 7:30- 7:48 a.m.

School hours: 7:50- 2:40 p.m.

Grade Levels	Staff Arrival	AM Carpool	School Day	PM Carpool
Elementary (K-5)	8:00 am	8:05 to 8:23 am	8:25 am to 3:45 pm	3:45 pm
Middle (6-8)	7:25 am	7:30 to 7:48 am	7:50 am to 3:10 pm	3:10 pm
High School (9-12)	7:25 am	7:30 to 7:48 am	7:50 am to 2:40pm	2:40 pm

HIGH SCHOOL SCHEDULE	
Homeroom	7:40 - 7:50
1st Period	7:50 - 9:20
2nd Period	9:25 - 10:55
Lunch	11:00 - 11:30
3rd Period	11:35 - 1:05
4th Period	1:10 - 2:40
Dismissal	2:40



MIDDLE SCHOOL SCHEDULE	
Homeroom	7:40-7:50
WIN	7:50-8:12
1st Period	8:15-9:05
2nd Period	9:08-9:58
3rd Period	10:01-10:51
4th Period	10:54-11:44
Lunch & PA	11:45-12:30
<i>6th & 7th Lunch > PA</i>	
<i>8th PA > Lunch</i>	
5th Period	12:33-1:23
6th Period	1:26-2:16
7th Period	2:19-3:09
Dismissal	3:10



Before School Care

Before school care will be available from 7:15-8:05 a.m. every morning. Any students in grades K-8 dropped off before the morning carpool time begins will be required to go to Before School Care.

Before Care will be run by the same provider as our After Care. Students must be registered before attending Before Care. The cost of Before Care is \$240.00/month if purchased in advance. If Before Care has not been paid for by the 1st of the month, parents will be charged the day rate of \$5/day when dropped off. Any questions or concerns can be directed to asep@socratesacademy.us.

After School Care

After School Care is available for students in grades K-8 between the hours of 3:15 p.m. and 6:00 p.m.. Families electing to participate in the After-School Care program will be expected to follow all policies and procedures as provided by ASEP. Any questions or concerns can be directed to asep@socratesacademy.us.

High school students need to leave campus by 2:35 pm unless they have an extracurricular activity under the supervision of a staff member.

Learn more regarding Before and After School Care [HERE](#)

Arrival and Dismissal

Arrival Procedures

Car Riders

Students may not be dropped off before their designated drop-off time unless they are going to Before School Care or scheduled tutoring. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lots, etc. **All car riders must be dropped off in the carpool line. Students may not be dropped off in parking lots or on side streets.**

Walkers

Students may only be considered “walkers” if they live within a one-mile radius of the school. Parents of students that walk from nearby neighborhoods are responsible for the safety of their children until they arrive on campus. If a parent would like their child added to the walker list, you can fill out the form on ParentSquare.

Dismissal Procedures

Walkers

To be a walker you must live within 1 mile of Socrates Academy and fill out a walker request form on ParentSquare. A staff member will send you a Walker Approval.

All K-5 walkers must be picked up by an authorized adult. If a student is being picked up by someone who is not on the student’s authorized list, the parent must authorize the pickup in writing by sending an email to the office. K-5 Walker Pickup is located outside of the Kindergarten Hallway on Weddington Rd. Students in grades 6-10 are permitted to walk home alone at dismissal time. Walkers are not permitted to be dismissed for ‘early dismissal’ and walk home.

Grades 6+ CarRiders

Morning Carpool begins at 7:30 am and ends at 7:48 am. Students who are not in their homeroom by 7:50 am will be marked tardy.

Afternoon Carpool begins at 3:10 pm and parents are expected to be in line at that time. Scholars will be dismissed to the front of the middle school building for pickup. Scholars not picked up by the time the line has cleared will be considered a late pickup and sent to Emergency AfterSchool Care for a late charge of \$1.00 per minute.

K-5th Grade Car Riders

Morning Carpool begins at 8:05 am and ends at 8:23 am. Students who are not in their homeroom by 8:25 am will be marked tardy.

Afternoon Carpool begins at 3:45 pm and parents are expected to be in line at that time. Scholars will be dismissed by their car tag number. Scholars not picked up by the time the line has cleared will be considered a late pickup and sent to Emergency AfterSchool Care for a late charge of \$1.00 per minute.

Car Line Procedures

Every family will be issued two car line tags. You must have the school-issued carpool tag in your car to pick up your child. If you do not have your tag, you will be asked to park and come inside to show your State ID before being allowed to pick up your child. This process will enable us to ensure that every child goes home with the right person. Please hang your school-issued carpool tag on a hanger and hang it from your rearview mirror. If you will have a change in who is picking up your child, please email your scholar's homeroom teacher to notify us of the change.

Parent Carpool Expectations

- For the safety of our students, parents must refrain from using cell phones while the carpool line is in motion.
- Middle school students who ride with a high school student who has parking privileges on campus may meet their driver in the Upper School Front office at 3:10PM

More information on the specific carpool routes can be [accessed here](#).

Third Party Transportation Providers (Uber/Lyft)

Consistent with the Socrates Academy's carpool procedures, any person picking up a student in the carpool line must provide the school with the physical carpool tag listing the student's carpool number. If the carpool tag is not physically with the driver, they must park and walk into the office to request a pick-up of the child and provide the office with their State or Federally issued ID. If the adult picking up is not listed as a parent or guardian on the child's records, nor

as an emergency contact, the child will not be released until the front office staff can reach the parent to confirm the pick-up.

Socrates Academy does not condone students leaving campus in third-party car services (outside of child after care providers) and, specifically, ridesharing services whose policies explicitly prohibit minors from using them, such as Uber and Lyft. While some ride sharing services may permit minors to ride without an adult, the school does not permit the use of such services. The school will not allow any student to be picked up or dropped off in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services from the school.

Access to Education, Student Privacy, and Immigration Enforcement

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

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

The Head of School must process requests by immigration law enforcement agents to **enter a school site or obtain student data** as follows:

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

School Communication

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

- All parent communication will come through Parent Square and Infinite Campus (student schedules, grades, and attendance).
- All messages/emails sent to staff that require a response will be returned within 48 business hours. Phone calls will be returned within 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 are not consistently on their email during the instructional day as teachers are expected to be teaching, not on their email while students are in class.
- The school does not communicate through Facebook, or any other social media sites, regarding personal matters, questions, or concerns. All school-related questions must be asked in person, over the phone, message in ParentSquare, or in an email.
- ParentSquare is the school's main source of information. Please refer to ParentSquare first with any questions regarding policies, procedures, or dates of school functions.
- Schoolwide email newsletters will go to ALL parents via ParentSquare approximately once a week on Sundays.
- Elementary teachers post a weekly newsletter. Middle school teams post a monthly newsletter. Upper school teachers communicate via ParentSquare posts as needed. It is critical that you engage with communication so that you can stay current with information.
- Student communication will come through the Infinite Campus Learning Management System (LMS). Socrates Academy encourages students to handle any questions or issues directly with their teacher either in person or via messaging in the LMS. Parents are expected to encourage their student to take personal responsibility for their learning.
- Parents should ONLY communicate with members of the school staff through their school email address, via Parent Square, over the phone, or in person. School staff members are not permitted to communicate directly with parents through direct text messaging. We ask that all parents please respect the staff by not communicating late in the evenings or on the weekends. A healthy work/life balance is as important for the Socrates Academy staff as it is for our Socrates Academy families.

School Uniform Policy

School Uniform Policy can be found [here](#).

Spirit Day Policy can be found [here](#).

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 cleaning all items that cannot be vacuumed in all areas 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. Pick up visible trash off the floor.
8. Clean the whiteboard on a nightly basis.
9. Assist students in placing chairs on tables every night.
10. Lock doors and windows each night.
11. Hang the lost and found items up on the lost and found racks.
12. Turn off the lights.

Student Responsibilities

1. Stack chairs on tables at night.
2. Clean-up project and art areas.
3. Pick up trash on the floor, including small pieces of paper, staples, paper clips and thumb tacks.
4. Put away books and supplies.
5. Pick up trash when eating, playing outside, or in the courtyards.

Lunch and Snack Guidelines

Students will have time for a snack once a day. Please pack one snack, a lunch, and a reusable water bottle every day. Please make sure you label your child's water bottle and lunch box with their name. We encourage students to pack fruits or vegetables for their snack. Please pack a healthy lunch for your child, including a drink separate from their water bottle.

The following items are not allowed for a snack or for lunch:

- Gum
- Candy
- Soda

Food for School Events

School Events

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

Classroom Events

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

Student Celebrations

Please do not send in snacks or desserts for your child's birthday.

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 RSVP by the designated date for their child to be able to attend. In addition, payment for the field trip must be made by the deadline. If a parent RSVP's that their child will be attending the trip, they will be liable for the full cost of the trip. 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. Field trip/Overnight Trip fees must be paid by the deadline and the permission slip must be signed for the student to be able to attend the trip. There will be no exceptions to this. All payments are done through ParentSquare. Cash payments can be made in the front office prior to the deadline if needed.

Financial Assistance

If there is a financial hardship in the family, the parent/guardian should contact the finance office to request a financial assistance application. The Finance Director will communicate directly with the parent/guardian regarding financial assistance that can be provided for each event, fee, or trip. Requests for financial assistance must be received at least two weeks prior to the payment deadline to allow for adequate planning. Any partial payment that is required for those with financial assistance will still be due by the payment deadline.

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. Seniors will not be eligible to walk at graduation unless all fees have been paid.

Field Trips and Overnight Trips

Field trips are an important part of enhancing a student's learning experience. The 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 school. Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

No school student will be permitted to leave a field trip early except in the case of an emergency or unless requested by a member of the School staff 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 who are not in the designated class or course.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to a search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year. Upper School Students not in good academic standing may not be allowed to participate in field trips, which involve missing instruction time.

Personal devices, including cell phones, laptops, kindles, e-readers, tablets, and iPads, are not permitted on overnight trips unless otherwise directed by administration. This rule is in place to protect all of our students. Staff chaperones will confiscate personal devices brought on trips. The items will be returned after the trip is complete.

Eligibility for Overnight Trips

Prior to the field trip, scholars will be given a field trip contract. This contract outlines the expectations of scholars before, during and after the field trip. Scholars who do not meet the contract criteria will not be allowed to attend the field trip.

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

Overnight Trip Parent and Student Expectations

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

Starting a New Club at School

Socrates Academy offers many opportunities for students to become involved in clubs and other extracurricular activities. However, students may decide to form a new club on campus to meet their particular goals. For a new club to be established, the following procedures must be adhered to:

1. **Acquire sponsorship from a staff member.** Every club must have a faculty member willing to serve as the advisor/sponsor for the club. The faculty member must agree to attend all club meetings.
2. **Recruit members.** Each club must have no less than three members to be recognized as a club.
3. **Develop the club's vision/objective.** The club's vision must be aligned with the mission of the School. The club must also clearly state its objective.
4. **Present the club's vision to the administration for approval.** Once the club has a faculty advisor, members, and a vision/objective, it must be presented to the Head of School for approval. This should be done before the club participates in any events on or off campus.
5. **Submit the club's documents to the administration.** The documents below should be submitted to the Head of School no later than 10 school days following the notification of the club approval.
 - Club Information Form
 - Action Plan/Events Calendar
6. **A club application will be denied for the following reasons:**
 - Serving the same or similar purpose as another club that currently exists;
 - Requiring mandatory fees from members;
 - Requiring transportation off campus;
 - Requiring off-campus duties to be functional or to fulfill the club's purpose;
 - Requiring activities that must obtain permission slips; and/or
 - Requiring physical fitness waivers or medical clearance.

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

Drivers' Education and Driving Privileges

Student Drivers

Students are permitted to drive to/from campus once they have their license. Driving to school and parking on school property are privileges. All student vehicles parking on school property must be registered with the school office and park in designated parking for students. All fees must be paid PRIOR to receiving a parking pass. Information on purchasing a parking pass will be communicated during the summer. Parking violations will result in detention, suspension, and/or the loss of driving privileges for an amount of time deemed appropriate by the school administration. All vehicles parked on school property are subject to search by the administration. Speeding and reckless operation of a motor vehicle are prohibited and will result in disciplinary action and the loss of driving privileges for an amount of time deemed appropriate by the administration. Students are not permitted to loiter in or go to their car without permission from a school official. Students that leave campus during the day will not be permitted back into the parking lot. A \$25 annual fee is required to register a car for parking on school property. Students that park at school without purchasing a parking pass will be subject to disciplinary consequences. Parking passes are first come first serve as we have a limited number of spaces available for scholars.

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

1. A copy of proof of insurance for the car or cars they will use while parking on campus.
2. A copy of the student's driver's license.
3. \$25 for an annual parking pass. Please note that parking pass fees are nonrefundable and non-transferable and that there is a \$10 charge to replace a lost pass.
4. Completed Parking Permit Request Form.
5. Parking passes will not be given to students with an outstanding financial obligation.
6. Students who park on school grounds without a valid parking permit will face disciplinary consequences.
 - 1st offense: 1 day after-school detention assigned and a \$10 daily parking fee.
 - 2nd offense: 2 days after-school detention assigned and a \$10 daily parking fee.
 - 3rd offense: suspension until a parent conference is held.

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

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

- Student drivers must observe all North Carolina General Statutes and all School driving rules; this includes obeying all traffic laws, signs, and noise ordinances, not speeding or making excessive noise by spinning wheels or playing loud music.
- For student drivers under 18 years of age, all state laws shall be followed, including those laws addressing the number of underage students and passengers allowed per driver.

Student drivers under 18 are not to use a device (i.e., cell phones, tablets, GPS Nav systems, iPod/device sound systems) while the car is in motion.

- Student drivers cannot sit in their vehicles during the school day. Written permission from the Office must be obtained to enter their vehicles during the day to retrieve forgotten items.
- Student drivers must notify the administration immediately if they are involved in an accident on school grounds. This includes any minor damage to another vehicle. Students causing an accident on campus may have their parking permit revoked.
- Student drivers must park in their designated space.
- Students and their parents are specifically reminded to be vigilant regarding the contents of their vehicles when they are on school property. The student driver shall not keep illegal, dangerous, or inappropriate items in the vehicle. These include, but are not limited to, alcoholic beverages, drugs, tobacco products, or weapons. NC law prohibits and deals harshly with weapons and illegal substances in vehicles on school property.
- Passengers in vehicles should always adhere to seat belt laws on school property.
- Careless or reckless driving may result in suspension of campus driving privileges.
- The student driver will remain conscious of their presence on a family-oriented campus. Driving habits should demonstrate defensive driving techniques and extreme caution.

Driver's Eligibility Certificate

After completing driver education, students who plan to get their driving permit must obtain a Driver Eligibility Certificate from the registrar. They must bring a birth certificate and a driver's education certificate when requesting an eligibility certificate, *and should* allow at least 3 days to get the eligibility certificate.

Dropout Prevention/Driver's License Legislation

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

Lose Control, Lose Your License Legislation

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

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

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

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

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

Personal Items and Lockers

Personal Items

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

Lockers

Students will have the opportunity to apply to use a locker at different times of the year. Information about lockers will come out during the school year. All items stored in lockers on the School campus are subject to search at any time.

Student Search Policy and Procedures

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

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

Searches Based on Individualized Reasonable Suspicion

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction. Reasonable suspicion is not required if a student's parent or guardian freely and voluntarily consents to the search of their person or possessions.

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

Searches of Personal Effects

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

Searches of Motor Vehicles

Students are permitted to park on school premises as a matter of privilege, not by right. The school retains the authority to conduct routine patrols of student parking lots and inspect student automobile exteriors on school property. School officials may search the interior of a student's

vehicle based on reasonable suspicion. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

"Pat-down" Searches

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

More Intrusive Personal Searches

More intrusive personal searches are discouraged and will be used only in very limited circumstances. A personal search is more intrusive when it extends beyond a student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that a search of a particular student will yield dangerous contraband (e.g., drugs or weapons); (2) the school official has reasonable suspicion that the student has hidden the contraband in their undergarments. This search must be conducted in private by a school official of the same sex as the student, with an adult witness of the same sex present, and only with the prior approval of the Executive Director/Principal or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures.

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

Metal Detectors and Breathalyzers

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

Suspicionless General Searches

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

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

Searches of Desks and Lockers

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

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

Point-of-Entry Metal Detector Searches

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

Use of Trained Dogs

With the prior approval of the Head of School, and in conjunction with local law enforcement, school officials may use trained dogs (canines) to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff students or other persons under any circumstances. Except as set forth above, no students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

Seized Items

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

Failure to Cooperate

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

Notice

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

Destruction of School Property

A student shall not intentionally cause or attempt to cause substantial damage, as determined by school officials, to school property or steal or attempt to steal school property either on school grounds or during a school activity, function, or event off of school grounds. Damage or theft involving school property will result in disciplinary action up to and including exclusion from

school. The parents or guardians will be asked to pay for the property the student has damaged or destroyed. Students with outstanding fines may be prohibited from all non-required activities (i.e., athletics, dances, parking, field trips, etc.)

Student Deliveries

To protect the integrity of the classroom environment, we do not accept the delivery of flowers, food, or gifts for students in the main office. Parents who deliver items for students (lunches, athletic equipment, etc.) should be aware that we do not deliver items to students (with the exception of elementary students), they may pick up items in the office at lunch and after school. **Every effort should be made to refrain from dropping off forgotten items.** Only lunches, athletic uniforms on game days, and eyeglasses will be accepted in the front office. We believe in encouraging student responsibility and would ask parents not to come back to the school with forgotten items.

Inclement Weather Procedures

The Board of Directors in collaboration with the Head of School will make all decisions regarding school delays or closures due to inclement weather and does not necessarily follow the local school district. School cancellation or a delayed opening will be communicated through an email to all parents and staff, via text through Parent Square, and social media sites. The information will also be posted on our website.

Additionally, the Head of School has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delay.

Emergency Data

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

Visitors

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

Volunteers

The staff at Socrates Academy welcomes volunteers! Parent volunteers are a huge piece to the success of our school. All volunteers must adhere to the volunteer requirements outlined below per our Volunteer Policy. Volunteers must sign in at the front office and a volunteer visitor

badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook.

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

All volunteers at Socrates Academy are required to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All volunteers who work with scholars must complete an orientation before volunteering. [This can be accessed here.](#)

Socrates Academy's Volunteer Commitment

North Carolina charter schools receive state and federal funding for each student; however, total funding for charters is still significantly less than public school funding. However, state educational funding across North Carolina has declined year over year since 2009, and total funding for charters is still significantly less than for public schools.

In order for Socrates Academy to continue to provide an exceptional educational experience for all of our scholars, we must seek creative ways to bridge that gap. Volunteering makes a huge difference in this area while increasing family engagement in the school and strengthening the Socrates community. This is why the volunteer requirement is included in the enrollment paperwork for all Socrates scholars. **All families are required to complete 36 volunteer hours each school year.**

What constitutes a Socrates Academy volunteer hour?

A volunteer hour is an hour spent at the request of the school (Leadership Team, teachers, BOD, Foundation, PFI) engaged in an activity in support of the school mission. Examples include:

- Participating in Committee work
- Joining a Socrates Volunteer Team or Group
- Serving on the Board of Directors, Foundation or PFI
- Attending Town Hall meetings
- Weekend Workdays
- Planning, setting up, and/or breaking down for meetings/events
- Work for school at home (worksheet cut-outs, scholastic flyers, etc.)
- Working a special event
- Fulfilling duties for committees

What does not constitute a Socrates Academy volunteer hour?

- Eating lunch with your scholar

- Attending parent/teacher conferences
- Attending as an observer at BOD, Leadership Team, PFI, or other meetings or events

Volunteers are asked to give special attention to the following procedures:

- The Leadership Team is responsible for the overall supervision of volunteers.
- For security reasons, the office/school staff needs to know who is in the building at all times. **All Volunteers must sign in and out of the office using the computer check-in system – there are no exceptions. Volunteers are required to wear name tags any time they plan to be on campus.**
- Socrates Academy is a non-smoking facility. Smoking is not permitted in any of the Schools' facilities or campuses.
- Any volunteer who is injured while on school property shall report to a member of the Leadership Team immediately, so that an incident report may be filed.
- Please ask and observe the school and classroom rules and regulations at all times.
- Please be respectful and protect our learning environment

Siblings:

- Siblings may not attend parent volunteer sessions when held during the school day.

Can other family members, (Grandparents, Aunt, or Uncles) volunteer?

We love to see the whole family involved with the school! Additional family members are welcome to volunteer their time and talents with us. We are appreciative of each and every hour they volunteer.

How will my hours be tracked?

Volunteer hours are logged through ParentSquare.

How can I be expected to volunteer if I work full-time?

Socrates Academy has many opportunities for volunteer hours that fall outside the normal school/work day. Special events that fall on weekends, committees that meet one evening a month, and work that can be completed at home are just a few examples. To learn more about ways to volunteer, visit our website.

Parent-Faculty Involvement Association (PFI)

Socrates Academy employs the help of a volunteer network of the families in our school and active community members. The organization is composed of an executive board and its members, mainly the parents of Socrates Academy students.

The Socrates Academy Parent-Faculty Involvement Association or PFI has been established to promote excellence in the education of our children by:

- Supporting the mission of Socrates Academy
- Fostering open communication between parents, faculty, and school leadership
- Working to enrich and improve academic and social programs and services at Socrates Academy
- Encouraging and coordinating parent involvement in appropriate aspects of Socrates Academy
- Plan and organize social activities on and off campus which provide small sources of funding to special projects around campus

The Socrates Academy Parent-Faculty Involvement Association or PFI is organized exclusively for charitable, scientific, literary or educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code or corresponding Section of any future Tax Code (hereinafter “Internal Revenue Code”)

The Executive Board of Officers of the PFI can be found on the Academy’s website.

Parent Concerns

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

Resolution of Student Issues

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

1. Student’s Classroom Teacher
2. Head of Lower/Middle/Upper School
3. Head of School

Grievance Policy for Parents/Guardians/Students

This policy is in place to respond to parent/guardian/student grievances. Grievances may only come from current students or parents/guardians of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student’s teacher. If they are not satisfied with the teacher’s response, they should then set a meeting with the grade-level administrator. At that meeting, the teacher, grade-level administrator and parent/guardian must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then meet with the Head of School. Similarly, if a guardian/parent/student disagrees or has an issue with a policy or procedure at the school, the guardian/parent/student should set a

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

Definition of a grievance

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

Our Grievance procedures can be found [here](#).

Technology Use at School

While at Socrates Academy, students will have access to a variety of technology. While we do not ask our families to provide or pay for their devices, we do ask that all students and parents 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.

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

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

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

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

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

Headphone and Cell Phone Usage

Cell phones, headphones, and all other electronic devices must remain turned off and in backpacks throughout the school day (including before care, aftercare, and carpool) unless authorized by a staff member. Socrates Academy will not be responsible for lost, stolen, or broken items.

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

Parents of scholars, please do not call or text your child's cell phone as it is against school policy for students to use them during school hours.

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

1st offense: The phone/headphones will be held in the office for the student to retrieve at the end of the school day.

2nd offense: The student will get a write-up and the parent will receive communication regarding the infraction. The phone/headphones can be picked up in the front office by a parent by 4PM.

3rd offense and on: Students will receive consequences as stated in the Student Code of Conduct.

Additional consequences for violations of this policy may be administered at the discretion of the administration.

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.

Student Camera Phones/ Recording Devices

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

Student Technology Acceptable Use Policy

Purpose

Socrates Academy issues Chromebooks to students for school use, with middle school students allowed to take them home daily. Families must sign and return the Student Chromebook Policy before receiving their Chromebook. Students must use the computer responsibly by accessing only school-appropriate websites.

Student and Parent Responsibilities

I hereby acknowledge that I have signed and agree to abide by the Socrates Academy Computer and Technology Acceptable Use Policy for students, as outlined in the parent handbook. Additionally, I agree to adhere to the following guidelines for the use of technology equipment provided by Socrates Academy.

I understand:

- The equipment is the property of Socrates Academy.
- I must bring my device fully charged to school daily, as additional chargers may not be available.
- The equipment supports educational goals, and I agree to use it responsibly by following internet guidelines and avoiding downloads.
- Only authorized personnel can install software on the device.
- Damage caused by normal use is the school's responsibility; negligence or misuse may require payment for repairs.
- Violating the Acceptable Use Policy may lead to disciplinary action, including expulsion for serious offenses.
- Borrowing or using another student's laptop, adapters, or batteries is prohibited.
- Teachers and authorized staff may inspect my device and files.
- Internet use is at my own risk, and the school isn't liable for charges or damages.
- I must comply with all copyright laws for hardware and software.

- Computers must be treated carefully; I won't leave them in extreme temperatures, unattended, near food or drink, attempt repairs, or download unauthorized software.

Parents will be billed for damage to the device beyond minor issues. Students may face disciplinary consequences for negligent damage. Regardless of responsibility, parents are liable for restoring the device. Students must return the same device and accessories with serial numbers issued at the start of the year. Claims of another student's involvement do not exempt repair or replacement costs.

Cost per Repair (includes parts, labor and tax)

- Broken Screen: \$50
- Broken keyboard or keys missing: \$20
- Lost or missing charging cable: \$20
- Broken bottom/side outer casing: \$40

A replacement fee will be charged if the device is lost or stolen. The replacement cost for a lost or stolen device is \$210.

Outstanding fees must be paid before students can attend school events, field trips, overnight trips, including Graduation. Violations may result in:

- - Revocation or limitation of technology access
- - Temporary or permanent confiscation of student devices
- - Disciplinary action per the student handbook
- - Other legal sanctions or remedies

School's 1:1 Technology Program

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

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

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

1. Revocation or limitation of access privileges;
2. Temporary or permanent confiscation of the student's device;
3. Disciplinary action as provided for in the student handbook; and/or
4. Any other sanctions or remedies provided by law.

Internet Safety Policy

Policy Statement:

Socrates Academy is committed to providing a safe and secure online environment for all students, particularly minors, and ensuring their protection while using the internet and electronic communication platforms. This Internet Safety Policy addresses the following concerns: access to inappropriate content, safety and security when using electronic mail and chat rooms, prevention of unauthorized access and unlawful activities, protection of personal information, and measures to restrict access to harmful materials. By implementing this policy, Socrates Academy aims to promote responsible internet usage and safeguard the well-being of its students.

1. Access by minors to inappropriate matter on the Internet:
 - a. Socrates Academy employs internet filtering and monitoring tools to restrict access to inappropriate or harmful content.
 - b. The school provides guidelines and training to students on responsible internet usage and the identification of inappropriate material.
 - c. Teachers and staff supervise and monitor internet usage during school hours to prevent access to inappropriate content.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications:
 - a. Students are educated about the importance of maintaining online privacy and the potential risks associated with electronic communications.
 - b. Socrates Academy enforces the use of secure communication platforms and educates students on responsible and ethical behavior when using electronic communication tools.
 - c. Students are encouraged to report any instances of online harassment, bullying, or inappropriate conduct to teachers or school administration.
3. Unauthorized access, including so-called "hacking," and other unlawful activities by minors online:

- a. Socrates Academy implements security measures to protect its network infrastructure and user accounts from unauthorized access.
 - b. Students are educated about the legal and ethical implications of unauthorized access and prohibited activities online.
 - c. Any instances of unauthorized access or unlawful activities will be promptly reported to appropriate authorities and dealt with according to school policies.
- 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors:
 - a. Socrates Academy follows applicable laws and regulations, including the Family Educational Rights and Privacy Act (FERPA), to protect the privacy and confidentiality of students' personal information.
 - b. The school obtains appropriate consent from parents/guardians before collecting, using, or disclosing any personal information of minors, in accordance with its Privacy Policy.
 - c. Students are educated about the importance of safeguarding personal information and instructed not to share sensitive information online without proper authorization.
- 5. Measures restricting minors' access to materials harmful to them:
 - a. Socrates Academy implements age-appropriate internet filtering systems to block access to materials that are deemed harmful or inappropriate for minors.
 - b. The school regularly reviews and updates its filtering systems to ensure their effectiveness in restricting access to harmful content.
 - c. Teachers and staff actively monitor student internet usage to identify and address any attempts to access harmful materials.

Review and Compliance:

This Internet Safety Policy is regularly reviewed and updated by Socrates Academy to align with best practices, technological advancements, and legal requirements. All students, parents/guardians, teachers, and staff members are expected to comply with this policy and take responsibility for promoting a safe and secure online environment.

Student Health and Wellness

Prevention and Control of State Reportable Communicable Diseases

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

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

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

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

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.
- **Fever:** The parent/guardian of any student with an oral temperature >100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without medication.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student cannot be picked up and must remain at school, they will remain in the nurse's office until a parent can pick them up. The parent/guardian may consult their medical provider or treat with an over-the-counter

product. The student may return to school after receiving treatment for lice and removing nits.

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

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

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

from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

Immunizations

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

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

Kindergarten Required Vaccines

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

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

7th Grade Required Vaccines

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

In addition:

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

- School Entry from 6th to 7th Grade

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

Garrett's Law

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

First Aid and Emergency Care Procedures

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

First Responders

A first responder is defined as a staff member who:

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

First Aid Preparation and Training

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

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

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

The School shall maintain current information on students, including:

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

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

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

First Aid Response: General

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

First Aid Response: Emergencies

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

determined by both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.

- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school personnel will accompany the student during transport. They will remain with the student until the parent/guardian assumes responsibility.

First Aid Response: Injuries and Illness

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

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

- A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of consciousness.
- Nurses, First Responders, PE teachers, Coaches, Assistant Coaches, Athletic Trainers will comply with concussion safety requirements set forth in the Gfeller Waller Concussion Awareness Act of 2011.
 - Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.
 - Students may not continue in physical education until a note of clearance is received from a licensed healthcare provider.
 - Any middle or high school athlete with a suspected concussion will not be permitted to return to any participation in practice or event until a written release is provided to the school from a healthcare provider with expertise in the management of concussion
- Athletic Trainers will be in charge of guiding return to play progression and have the authority to withhold play.
- Coaches, Assistant Coaches and student athletes must adhere to guidelines set forth in

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

Do Not Resuscitate Orders

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

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

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

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

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

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

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

Medication Administration

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

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

A. Medication Administration by School Employees

1. Conditions for Administering Medication

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

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

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

2. Procedures for Administering Medications

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

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

B. Emergency Medication

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

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

The School recognizes that students with certain health conditions including but not limited to diabetes, asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their

individualized health care plan or emergency health care plan. As used in this section of the policy, “medication” refers to a medicine prescribed for the treatment of medical conditions including but not limited to diabetes, asthma, or anaphylactic reactions. Guidelines for procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events are listed below.

1. Authorization to Self-Administer Medication

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

- a. written authorization from the student’s parent for the student to possess and self-administer the medication;
- b. a written statement from the student’s health care practitioner verifying that:
 - 1) the student has a diagnosed health condition
 - 2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s health condition;
- d. a statement provided by the school system and signed by the student’s parent acknowledging that the School and its employees and agents are not liable for injury arising from the student’s possession and self-administration of the medication; and
- e. any other documents or items necessary to comply with state and federal laws.

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

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

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

2. Responsibilities of the Student

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

3. Consequences for Improper Use

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

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

Food Allergy Policies for Snack and Lunch Time

All students at Socrates Academy will be given the time for one snack a day on a full day. Snacks will be eaten in the classroom. Parents and students are encouraged to pack a healthy snack.

There will be space designated for life-threatening allergies for lunch as needed. After lunch, all teachers must wipe down tables and counters with the spray provided by the school.

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

Mandatory Reporting Policy

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

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

Student Discrimination, Harassment and Bullying Policies

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

McKinney-Vento

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

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

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

(B) includes--

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

Children and youth experiencing homelessness have the right to:

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

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

Parent Resources regarding the NC Homeless Education Program (NCHEP) can be found [here](#). Student Resources regarding the rights of Children experiencing homelessness can be found [here](#).

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

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

School McKinney-Vento Liaison: Mr. Jerome Crews, jcrews@socratesacademy.us

Student Discipline Procedures

Please see Attachment for the Student Code of Conduct.

Athletics and Extracurricular Activities

Please see Attachment.

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 Socrates Academy to use their child's picture or image must send a letter to the Head of School.

Boy Scouts of America Equal Access Act

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

Gender Equity Policy (Title IX)

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

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

Seclusion and Restraint Policy

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

- a. Physical Restraint is the use of physical force to restrict the freedom of movement of all or a portion of a student's body. The School will use a trained crisis team to

physically restrain a child only as a last resort to protect the health and safety of the child and others in the area.

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

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

Parents' Bill of Rights

Parents have legal rights with regard to their child's education and in accordance with North Carolina State law, S.L. 2023-106; Senate Bill 49. Please find the information pertaining to this law on our [website](#).

Parents' Guide to Student Achievement

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

Tuition and Fees

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

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

Admissions and Enrollment Policy

See Attachment

Smoking or Vaping on Campus

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

Weapons

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

Drug and Alcohol Use

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

Threats and Violence

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

School Safety

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

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

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

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

Unsafe School Choice Option

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

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the School building of compliance with AHERA. 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 Executive Director to review the AMP.

Pesticide Notification

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

Hazardous Chemicals

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

Fire and Safety Regulations

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

Registered Sex Offenders Policy

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

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

The School is committed to the following:

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

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

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

A. Prohibited persons

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

B. No special permission

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

C. Possible exceptions for students

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

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

- a. A Prohibited Person who is the Parent/Legal Guardian of a student may be on School property only for the following reasons:
 1. To attend a previously scheduled School conference with School personnel to discuss their child's academic or social progress; or
 2. At the request of the Director/designee, for any other reason relating to the welfare or transportation of their child.
- b. The procedure for making a request is as follows:

1. For each visit authorized by subsection(a)(i) above, the Parent/Legal Guardian must provide the Director with prior written notice of their registration on the Sex Offender Registry.
 2. A request for presence at the School must be submitted to the Director in writing, at least 72 hours in advance.
 3. The request must include the nature and specific times of the requested.
 4. The Director or designee will respond within 48 hours, either authorizing or denying the request.
 5. The decision of the Director or designee is final.
 6. The Director will notify the Board of any such requests and the decision.
- c. For each visit authorized by subsection (a) above, the Parent/Legal Guardian must check in at the front office upon arrival and departure. In addition, during each and every visit, the Parent/Legal Guardian must be under the direct supervision of School personnel at all times. If personnel are unavailable to supervise the Parent/Legal Guardian during any visit, they shall not be permitted on the School property.
 - d. For each visit authorized by subsection (a) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Director, including any restrictions on the date, time, location, and length of meetings.

2. Enforcement

Any suspected violation of this policy shall be reported by a School administrator to the Director and to law enforcement for immediate investigation. All School personnel should report the presence or suspected presence of a Prohibited Person to a School administrator and take appropriate action. The Director shall immediately notify the Board Chair of any known or suspected Prohibited Person who is a student, or a parent or legal guardian of a student, at their School.

3. Applicability

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

ATTACHMENT A

McKinney-Vento Dispute Resolution Policy

The McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) acknowledges that disputes may arise between Public School Units (PSUs) students and their parents, or unaccompanied youth, regarding eligibility, school selection or enrollment decisions. The McKinney-Vento Act includes dispute resolution among the required duties of the PSU homeless liaison. Below is the McKinney-Vento Dispute Resolution Policy and Process for [[School]].

PSUs should bear in mind that disputes related to eligibility, school selection or enrollment should be initiated at the request of the parent, legal guardian, or unaccompanied youth and not at the request or convenience of the PSU. Additionally, issues related to the definition of homelessness, the responsibilities of the PSU to serve homeless children and youth, and/or the explicit rights of homeless children and youth are addressed in the McKinney-Vento Act. Disputes related to eligibility, school selection, or enrollment shall be resolved within the parameters of the federal McKinney-Vento Act.

The following procedures are specified in the McKinney-Vento Act:

Enrollment: If a dispute arises over eligibility, school selection, or enrollment, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

Written Explanation: The PSU must provide a written explanation of the eligibility, school selection, or enrollment decision to the parent, legal guardian, or, in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's, legal guardian's, or unaccompanied youth's right to appeal the decision.)

Homeless Liaison: The designated PSU homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner, such that the local process is completed in **no more than 15 school business days or 30 calendar days, whichever is less.**

Responsibility: The PSU homeless liaison is responsible for informing the parent, legal guardian, or the unaccompanied youth of the dispute resolution process.

OVERVIEW

When a dispute occurs regarding eligibility, school selection, or enrollment, the following process must be used:

Level I: The PSU's homeless liaison makes the initial dispute request.

Level II: If unresolved, the dispute moves to the PSU head administrator (Level II).

Level III: If unresolved, the dispute moves to the local governing Board (Level III) for review and final decision on behalf of the charter school.

Level IV: If the dispute remains unresolved, the final appeal (Level IV) is to the NC State Coordinator for the Education of Homeless Children and Youth (EHCY). Every effort must be made to resolve the dispute at the local level before it is brought to the NC State Coordinator for the Education of Homeless Children and Youth.

INITIATION OF THE DISPUTE RESOLUTION PROCESS

When a dispute occurs regarding eligibility, school selection, or enrollment the parent, legal guardian, or unaccompanied youth shall be informed in writing of the PSU's decision including reasons for the decision within one (1) school business day in a language and format understandable to the parent, legal guardian or unaccompanied youth of their right to appeal the decision made by the charter school and be provided the following:

1. Written contact information for the PSU homeless liaison and State Coordinator, with a brief description of their roles.
2. A simple form that parents, legal guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, legal guardian, or youth for their records when it is submitted.)
3. A written step-by-step description of how to dispute the PSU's decision.
4. Written notice of the right to enroll immediately in the school of choice pending resolution of the dispute.
5. Written notice of the right to appeal to the State Coordinator for the Education of Homeless Children and Youth if the district-level resolution is not satisfactory.
6. Written timelines for resolving district- and state-level appeals.
7. A copy of the NC Dispute Resolution Policy (hard copy or online link).

Level I: PSU Homeless Liaison Communication

If a parent, legal guardian, or unaccompanied youth wishes to appeal the PSU's decision related to eligibility, school selection, or enrollment:

1. The parent, legal guardian, or unaccompanied youth must file a request for dispute resolution with the PSU's homeless liaison (or to his/her office) either verbally or by submitting a form that initiates the dispute resolution process. The request for dispute resolution must be submitted by the parent, legal guardian, or the unaccompanied youth to the homeless liaison **within two (2) school business days** of receiving the initial homeless liaison decision on enrollment, school selection, or enrollment. The parent, legal guardian, or unaccompanied youth may initiate the request directly with the homeless liaison, or they may initiate the request to the school where the dispute occurs. If the request is submitted to the school where the dispute occurs, the school shall immediately forward the request to the PSU's homeless liaison. If the PSU's homeless liaison is unavailable, a PSU designee may receive the parent's, legal guardian's, or unaccompanied youth's request to initiate the dispute resolution process.
2. The homeless liaison must log their receipt of the dispute, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the dispute must be forwarded to the homeless liaison's immediate supervisor and the charter school's head administrator.
3. **Within one (1) school business day** of receipt of the complaint, the homeless liaison must decide on the dispute and inform the parent, legal guardian, or unaccompanied youth in writing of the result. The PSU is responsible for verifying the parent's, legal guardian's, or unaccompanied youth's receipt of the written notification regarding the homeless liaison's Level I decision.
4. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level II **within one (1) school business day** of receipt of notification of the Level I decision.
5. If the parent, legal guardian, or unaccompanied youth wishes to appeal the homeless liaison's Level I decision, the PSU's homeless liaison shall provide the parent, legal guardian, or unaccompanied youth with an appeals package containing:
 - a. A copy of the parent's, legal guardian's, or unaccompanied youth's dispute, which was filed with the PSU's homeless liaison at Level I;
 - b. The decision rendered at Level I by the PSU homeless liaison; and
 - c. Any additional information from the parent, legal guardian, unaccompanied youth, and/or the homeless liaison.

Level II: PSU Superintendent Communication

(If the dispute remains unresolved after a Level I appeal)

1. If there is a disagreement with the decision rendered by the LEA's/PSU's homeless liaison at Level I, the parent, legal guardian, or unaccompanied youth may appeal the decision to the charter school's head administrator, or the head administrator designee, (the designee shall be someone other than the PSU's homeless liaison) using the appeals package provided at Level I.
2. The charter school's head administrator, or his/her designee, shall meet (verbally, virtually or face-to-face) with the parent, legal guardian, or unaccompanied youth. The meeting shall be held within two (2) school business days of the parent's, legal guardian's, or unaccompanied youth's notification to the PSU of their intent to proceed to Level II of the dispute resolution process.
3. The charter school's head administrator, or his/her designee, shall provide a decision in writing to the parent, legal guardian, or unaccompanied youth with supporting evidence and reasons, within two (2) school business days of the charter school's head administrator, or his/her designee's, meeting with the parent, legal guardian, or unaccompanied youth. The PSU is responsible for verifying the parent, legal guardian, or unaccompanied youth's receipt of the written notification regarding the charter school's head administrator, Level II decision.
4. A copy of the dispute package and the written decision made at Level II is to be shared with the PSU's homeless liaison.
5. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level II and wishes to move the dispute resolution process forward to Level III, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level III within two (2) school business days of receipt of notification of the Level II decision.
6. If the dispute remains unresolved, the process moves to Level III.

Level III: Local Governing Board Review

(If the dispute remains unresolved after a Level II appeal)

1. The charter school's head administrator, with assistance from the homeless liaison, shall forward all written documentation and related paperwork to the local governing Board for review within two (2) school business days of notifying the parent, legal guardian, or unaccompanied youth of the decision rendered at Level II.

2. The entire dispute package, including all documentation and related paperwork, is to be submitted to the governing Board in one consolidated and complete package. It is the responsibility of the PSU to ensure that the dispute package is complete and ready for review at the time of submission to the governing Board.
3. The local governing Board, or a panel of at least two Board members, shall schedule a conference with the parent, legal guardian, or unaccompanied youth to render a final decision on behalf of the Board. The Board or Board panel shall provide a written decision within two (2) school business days. The Board's or Board panel's decision shall be considered the final decision of the charter school to appeal to the State Coordinator for the Education of Homeless Children and Youth. The written notification shall be provided to the parent, legal guardian, or unaccompanied youth, the head administrator, and the homeless liaison. Also, the notification shall contain the name and contact information for the State Coordinator for the Education of Homeless Children and Youth, along with details on appeal rights of the parent, legal guardian, or unaccompanied youth.
4. The parent, legal guardian, or unaccompanied youth has the option of filing an oral or written dispute with the State Coordinator for the Education of Homeless Children and Youth within three (3) school business days of receiving the Board's or Board panel's decision. The local homeless liaison shall provide the complete dispute record within three school business days following the request of the State Coordinator for the Education of Homeless Children and Youth. The State Coordinator shall issue a final written decision to the parent, legal guardian, or unaccompanied youth and the PSU within ten school business days following receipt of a complete dispute package.

Dispute Resolution Terms

1. The terms "homeless," "homeless child," and "homeless student" shall mean the same as the term "homeless children and youth" as defined by 42 U.S.C. § 11434a(2). These terms shall also be deemed to include the term "unaccompanied youth."
2. The term "unaccompanied youth" shall mean the same as defined by 42 U.S.C. § 11434a(6).
3. The term "public school unit (PSU)" includes local school administrative units, charter schools, lab schools, regional schools, Innovative School District schools, and Innovations Zone schools, and was formerly known as local educational agency (LEA).
4. The term "PSU dispute resolution process" shall refer to the PSU's policy on resolving complaints from parents, legal guardians, or unaccompanied youth regarding students experiencing homelessness. The term shall refer to appeals processes within the PSU, prior to any appeal by the parent, legal guardian, or unaccompanied youth to the State Coordinator.

5. The term “local homeless liaison” shall refer to the official at each PSU, who ensures the PSU dispute resolution process for homeless children and youth is mediated in accordance with local, state, and federal policy as required by 42 U.S.C. § 11432(g)(6)(A)(vii).
6. The term “school business day” means days on which students are scheduled to be in attendance at school, according to the academic calendar adopted by the PSU.
7. The term “State Coordinator” shall refer to the staff person who carries out federally mandated duties regarding students experiencing homelessness as required by 42 U.S.C. § 11432(d)(3).
8. The term “State appeal process” shall refer to the policies the State Coordinator, PSUs, parents, legal guardians, and unaccompanied youth must follow when a parent, legal guardian, or unaccompanied youth seeks to appeal a dispute to the State Coordinator.

ATTACHMENT B

Code of Conduct

Purpose and Description of the School's Code of Conduct

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

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

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

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

General Information

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

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

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

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

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

Lockers, desks, school-issued technology, and other school property remain at all times the property of Socrates Academy. They are subject to search at the discretion of the school administrators or their designee.

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

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

Treatment of Administrators, Teachers, and Staff

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

Participation in Rule Violation

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

Truancy

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

Possession of Illegal Substances

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

Possession of Weapons

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

Reports to Law Enforcement Agencies

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

Reports and Investigations of Child Abuse

Pursuant to state law, school personnel are required to report any suspected cases of child abuse, neglect, dependency, or maltreatment. Suspected child abuse, neglect, dependency, or death as a result of maltreatment by parents or other caretakers must be reported to the Department of Social Services. Suspected human trafficking, involuntary servitude, and sexual servitude of a child are special forms of child abuse. They must be reported to the Department of Social Services regardless of the relationship between the victim and perpetrator. Suspected child

maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom, camp, after-school program, or other licensed classroom or program operated by the Socrates Academy, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. Where the source of the child abuse, neglect, dependency, or maltreatment is uncertain, a report should be made to these agencies. Please refer to the Socrates Academy's Mandatory Reporting Policy.

Reports to the Department of Motor Vehicles

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

Personal Technology Devices

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

Definitions

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

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

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

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

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

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

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

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

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

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

Code of Conduct

<u>Class 1</u>	
Violations Include:	Disciplinary Measures
1. Disobeying any teacher-established classroom rules.	<ul style="list-style-type: none">● In-Class disciplinary measures● Conference with an Administrator

Class 2

Violations Include:	Disciplinary Measures
<ol style="list-style-type: none">1. Repeated violations of classroom rules.2. Being late for the start of the day or the beginning of classes.3. Unauthorized use or possession of a cell phone or electronic device on campus or during instructional time.4. Being absent from class without permission.5. Being out of dress code at any time not authorized by the school administration.6. Being in possession of any personal item that distracts from teaching and learning in the classroom.7. Minor incidents of hitting, shoving, kicking, horseplay, etc., which do not result in physical harm.8. An elementary or middle school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk.9. Lying to school personnel.10. Cheating on school tests, quizzes, or other school assignments.11. Plagiarizing school assignments.12. Inappropriate display of affection.13. Disrespectful words or actions.	<ul style="list-style-type: none">● After-School Detention● 1 Day of ISS
<ol style="list-style-type: none">1. Repeated violations of the above categories.	<ul style="list-style-type: none">● 2-3 Days ISS

Class 3

Violations Include:	Disciplinary Measures
<ol style="list-style-type: none">1. Repeated violations of Class 2.2. Possession of prescription or non-prescription medications on one's person without permission from the school administration.3. Altering any official school document, including report cards, transcripts, and notes from teachers.4. Failing to comply with directives provided by school personnel.5. Addressing staff members disrespectfully.6. Using obscene, offensive, or derogatory language or pictures in reference to a staff member while on school property or during school functions.7. Using obscene, offensive, or derogatory language or pictures in reference to a student while on school property or during school functions.8. A high school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk.9. Acting in a way that either causes or has the potential to cause harm to oneself or others.10. An elementary student stealing or taking without permission any possession of a student or staff member.11. Being in possession of property stolen from a student or staff member.12. Fighting in elementary or middle school.13. Using the internet to search for obscene, offensive, or derogatory material during the school day, or at any time on a school-owned device.	<ul style="list-style-type: none">● 1-3 days of OSS

<ol style="list-style-type: none"> 1. Repeated violations of the above categories. 2. A high school or middle school student stealing or taking possession of an item of a student or staff member without permission. 3. Directing offensive, obscene, or derogatory language toward staff members. 4. Directing offensive, obscene, or derogatory language toward other students. 5. Threatening or facilitating threats against another student or school employee in a direct way, with the result of forethought, and can be carried out. While it is possible, it may not be realistic. 6. Fighting in high school. 7. Gambling for money on school property. 8. Possession of a vape, lighter, or matches. 9. Bullying in elementary, middle, or high school. 10. Using force or violence towards another student for any reason. 11. Sexual Harassment. 12. Misuse of Technology, including recording audio or video using cell phones on campus. 13. Vandalism/Property Destruction 	<ul style="list-style-type: none"> ● 4-10 Days OSS with possible recommendation for exclusion
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Class 4

Violations Include:	Disciplinary Measures
<ol style="list-style-type: none">1. Repeated violations of any of the above Classes.2. Entering school property after hours without proper authorization.3. Smoking or vaping on the school campus, at school events, or during a school-sponsored activity.4. Possession of offensive, obscene, or derogatory pictures, including electronically, while on the school campus, participating in school events, or during school-sponsored activities.5. Intentional unnecessary activation of a fire alarm.6. Violations of Title IX.7. Making a false statement or providing false information to law enforcement concerning the school, other students, families, its board, employees, contractors, and/or volunteers.8. <i>The following offense is reportable to law enforcement:</i> Possession or consumption of alcohol while on the school campus, at school events, or during a school-sponsored activity.	<ul style="list-style-type: none">● 10 Days OSS with possible recommendation for exclusion

Class 5

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

<p>volunteers</p> <ul style="list-style-type: none"> d. Making bomb threats or engaging in bomb hoaxes e. Willfully burning a school building f. Unlawful, underage sales, purchase, or provision of alcoholic beverages g. Possession of a controlled substance in violation of the law h. Possession of a weapon, including a knife or gun i. Robbery with a dangerous weapon j. Sexual offense k. Bullying l. Hazing 	
<p>1. Offenses*:</p> <ul style="list-style-type: none"> a. Homicide b. Kidnapping c. Possession of a firearm d. Rape e. Sexual Assault f. Taking indecent liberties with a minor 	<ul style="list-style-type: none"> ● 365-Day Suspension ● 10-day suspension with a recommendation for a Long-Term Suspension ● Exclusion ● Expulsion

*** These offenses are also reportable to law enforcement.**

Procedures for Disciplinary Process and Short-Term Suspension

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

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

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

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

Step 1: The student must be told by the administrator why suspension is being considered.

Step 2: The student must be given the opportunity to have an informal hearing with the administrator, present his/her version of the events, and identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

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

Step 4: The administrator shall report each suspension in writing to the student's parent/guardian by fax, email, or any other reasonable method to give actual notice. Reasonable effort shall be made to contact parents/guardians prior to the start of the suspension. If parents/guardians cannot be reached prior to the start of the suspension, the administrator may start the suspension without contacting them. In this event, the administrator must continue efforts to reach the parent/guardian.

Step 5: At the discretion of the administrator, a written behavior contract may be required upon the student's return to school.

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

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

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

A student accused of a willful violation of the Code of Student Conduct, which, in the opinion of the administrator, may require a 365-day suspension, long-term suspension, or exclusion from the school, shall be afforded the procedural safeguard described below. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a 365-day suspension, long-term suspension, or exclusion. The Head of School may recommend a 365-day suspension, long-term suspension, exclusion, and/or participation in a Behavioral Contract. Where exclusion, long-term suspension, or a 365-day suspension is recommended, the parent(s)/guardian(s) will be notified in writing within two school days or as soon as possible.

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

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

10. Notice that the Socrates Academy follows the procedures set forth in N.C. General Statute § 115C-402 with regard to the expungement of discipline records; and
11. The right to a written decision, based on substantial evidence presented at the hearing, that upholds, modifies, or rejects the principal's recommendation of suspension and/or exclusion and that contains at least the following information:
 - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;
 - b. Notice of what information will be included in the student's official record pursuant to N.C. General Statute § 115C-402; and
 - c. The student's right to appeal the decision and notice of the procedures for such appeal.

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

Option 1

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

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

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

Option 2

For any offense where a Long Term Suspension, Exclusion, or a 365-Day Suspension is recommended, the Deans/Assistant Principals/Principals and/or Head of School (and their designees) may recommend a 365-day suspension, long-term suspension, or exclusion. Where: (1) the school does not employ the process set forth in Option 1, (2) the Head of School is involved in the investigation of the disciplinary incident or the recommendation for long-term

suspension, or (3) the Head of School wishes to have a board panel hear any appeal, then any hearing shall be conducted by a panel of three board members appointed by the board chair or their designee. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

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

Procedures for Expulsion

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

Offense Definitions

1. ATTENDANCE

Excessive Tardiness, Leaving School without Permission, Leaving Class without Permission, Truancy, Skipping School, Skipping Class, Cutting Class, Late to Class

A student must attend every class every day unless there is a lawful reason for the absence. Students who are tardy, cut school or class, or have excessive unexcused absences are in violation of this rule. Repeated violations of this rule, if other interventions have been tried, may also result in Class 2 consequences, with the condition that any out-of-school suspension imposed for conduct related solely to violation of this rule is limited to 2 days per violation.

2. STUDENT DRESS

A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. The board prohibits substantially disruptive clothing that is provocative, revealing, profane, vulgar, offensive, or obscene, or endangers the health or safety of the student or others. For more details, please see the Student Dress Code Policy.

3. PERSONAL PROPERTY

A student is permitted to bring or possess only objects that have an educational purpose and will not distract from teaching or learning. Students are permitted to sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned

to the parent at a mutually agreed upon time, not to exceed one calendar week.) The following are among the list of prohibited items:

a. **Personal Technology Devices/Cell Phone Use:**

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, at after-school activities, and at school-related functions, provided that the PTD is not activated, used, displayed, or visible during school hours.

Administrators may authorize individual students to use the devices for personal use when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for educational purposes, provided that they supervise them during such use.

“Educational purposes” include student education, research, and career development. Possession of a PTD by a student is a privilege that may be revoked for violations of the *Code of Student Conduct*. Violations may result in confiscation of the PTD (to be returned only to a parent) and/or other disciplinary actions. Socrates Academy is not responsible for theft, loss, or damage to PTDs or other electronic devices brought onto school property. Students permitted to use PTDs during the school day must follow all Socrates Academy Rules and Policies, including “Responsible Use of Technology and Internet Safety” and “Student Responsible Use of Technology and Internet Safety Agreement.”

b. **Toys, games (electronic and other), electronic smoking devices, pagers, personal media devices, other electronic equipment, and any devices that create noise and disturbance:**

Possession of these or any similar devices without permission from the administration is prohibited. Possession of a toy gun that could be mistaken for an actual weapon is a violation of the Offenses pertaining to Weapons and Dangerous Objects.

4. **MISREPRESENTATION**

A student will be honest and submit his/her own work.

- a. **Altering Report Cards or Notes:** Tampering with report cards, official passes, notes, or other school documents, in any manner, including changing grades or forging names to excuses, is prohibited.
- b. **False Information:** Making false statements, written or oral, to anyone in authority is prohibited.
- c. **Cheating/Honor Code Violation:** Violating rules of honesty and Honor Codes, including but not limited to plagiarism, violating copyright laws, or copying another student’s test or assignment, is prohibited. The superintendent has the discretion to punish violations of this rule as a Class 3 violation if the student’s actions have a profound, detrimental effect on other students or staff.

5. INSUBORDINATION

A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity, or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner, and completing all assigned work.

6. TRESPASSING

A student will not enter school property or a school facility without proper authority. This rule includes being on the campus of a school to which the student is not assigned during the school day without the knowledge and consent of school administrators; loitering at any school after the close of the school day without any specific need or supervision; or being on the property of any school during a period of suspension or expulsion without the express permission of the principal. A student who is trespassing on school property may be criminally prosecuted.

7. MEDICATION

Students shall not transport prescription medication to or from school or have prescription medication in their possession at any time without meeting the conditions prescribed in “Administering Medicines to Students.”

A student who is allowed to self-administer medicine pursuant to this policy will be subject to disciplinary action if the student uses his or her prescribed medication in a manner other than as prescribed. Elementary students are not permitted to self-administer medication, whether prescribed or non-prescribed, under any circumstances. Middle and high school students may self-administer non-prescribed over-the-counter medication with a medication authorization signed by a healthcare practitioner and a parent. Distribution and/or consumption of medication may result in an immediate Class 3 consequence. Violation of this rule may also be treated as a violation of drug policies, including possession, use, sale, or distribution.

8. GENERALLY DISRUPTIVE BEHAVIOR

A student will maintain appropriate behavior so as to refrain from disrupting class, school, or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from his/her assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), engage in horseplay, harass, tease, or make rude noises. Repeated incidents of generally disruptive behavior may be considered a Class 3 infraction.

9. UNSAFE ACTION

A student shall not commit any action that has the potential to cause danger or physical harm to himself or others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or a traffic area, climbing on the roof of buildings,

construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This includes striking matches, flicking cigarette lighters, or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. This rule applies only when the unsafe behavior does not meet the standards of any other violation.

10. BULLYING/CYBERBULLYING, PROFANITY, OBSCENITY, AND/OR DEROGATORY LANGUAGE

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

11. GAMBLING

A student will not play games of skill or chance for money or property.

12. VEHICLE USE/PARKING

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

13. VANDALISM

A student will not willfully, with or without malice, act alone or participate with others to damage or destroy property of another, including property belonging to the school or the district, staff, students, or other adults on campus or at a school-sponsored or school-related activity on or off school property. A student or parent/guardian will be held financially responsible, as allowed by law, for the willful or malicious destruction of property.

14. USE OF FIRE

A student will neither set fire nor attempt to set fire to anything on school property nor participate with others to damage or destroy school property through the use of fire. (This violation does not include any smoking violations covered under another provision.)

15. THEFT

A student will not steal or possess stolen property, or participate with others to do so. Stolen property includes any object possessed without the owner's permission. In some instances, violations of this rule may be a Class 2 infraction.

16. BREAKING AND ENTERING

A student will not break into any district property. This will include any unauthorized entry into school property with or without destruction to the property.

17. BREAKING AND ENTERING WITH THE INTENT TO COMMIT A FELONY OR THEFT

A student will not unlawfully enter any district property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.

18. ROBBERY

A student will not take or attempt to take another person's property by force or violence.

19. EXTORTION

A student will not take, threaten, or attempt to take the property (including but not limited to money) of others through intimidation.

20. UNAUTHORIZED USE OF TECHNOLOGY DEVICES

- a. **School-owned property:** A student shall refrain from inappropriate use of school system computers/technology devices or from using the Socrates Academy's electronic communications and wireless connection network without proper authority. This includes unauthorized use of sign-on codes and the school telephone system, communication of threats or implied threats, bullying or harassment, and unauthorized attempts to contact any BCS computer site from any computer station.
- b. **Personal technology devices:** A student will refrain from any activity or distribution of information from personal technology devices that would constitute a violation of a rule under the *Code of Student Conduct* or a violation of law, as, but not limited to, bullying or harassment on social media or other sites if the conduct has or may have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. Publication of information on the Internet is considered distribution regardless of the location of the technology device from which the offending content was published.

21. FALSE ALARM

In the absence of an emergency, a student shall not call 911 or signal or set off an automatic signal indicating the presence of an emergency.

22. PORNOGRAPHIC, PROFANE, AND/OR VIOLENT MATERIAL

A student shall refrain from having any pornographic or profane material in his/her possession, including but not limited to pictures, magazines, CD's, DVD's, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation and/or the use of weapons. Unclothed (fully or partially) pictures/images of any minor are also not permitted and are covered by this provision.

23. BOMB THREAT

A student shall not make any report or notification, knowing or having reason to know the report is false (verbal or written), indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

24. AGGRESSIVE PHYSICAL/VERBAL ACTION

A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member, or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking, or throwing objects at a student or adult may be a Class 1 or 2 infraction. A student shall not approach another person in a confrontational, provocative, or bullying manner. This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression.

25. FIGHTING

The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. A student who is physically attacked may act in self-defense without consequence. ***Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule, even though another person provoked the fight.*** Administrators will have discretion to recognize the need for self-defense on an incident-by-incident basis.

26. THREATENING/INTIMIDATING

A student shall not threaten to strike, attack, or harm any person, or cause another person to become fearful by intimidation, through any medium, including threats made in person, through another person at the request of the perpetrator, on the telephone, in writing, through the use of gang paraphernalia, or by any digital communication (cyber-bullying) that pose a safety risk to the school environment. The Class will be determined by the level of risk

presented by the threat, whether the threat could have reasonably been carried out, and whether the threatened person was made fearful.

27. ASSAULT ON A STUDENT

A student shall not physically attack another student. See self-defense as defined above.

28. MULTIPLE ASSAULTS

A student shall not act in concert to physically attack another student.

29. ASSAULT ON A STAFF MEMBER

A student shall not physically attack a staff member or adult. See self-defense as defined above.

30. MULTIPLE ASSAULTS

A student shall not act in concert to physically attack a staff member or other adult.

31. HAZING

In addition to any definition set forth in the Socrates Academy's Harassment and Discrimination Policy, Hazing also includes: any activity that may demean, disgrace, or embarrass a person or that risks endangering the mental, physical, or emotional health of a person, regardless of whether such person has agreed to participation in the hazing activity.

32. SEXUAL BEHAVIOR, *including harassment, indecent exposure, consensual activity, and battery*

A student shall not engage in any sexual behavior on school property or at a school-sponsored activity. A student shall not engage in unwanted touching of an offensive or sexual nature. A student shall not engage in unwanted verbal or physical (e.g., gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile, or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material. A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning). A student shall not engage in consensual sexual activity. "Consensual" means all parties are willing participants in the activity. A student shall not engage in or attempt to engage in sexual activity with another person by force, threat, or fear.

33. ALCOHOL, TOBACCO, AND OTHER DRUGS

A student shall not use, purchase, sell, distribute, be under the influence of, or possess any kind of tobacco, alcoholic beverage, paraphernalia, controlled substance (as defined by state law), or illegal or counterfeit substance. A student shall not use, sell, distribute, or possess any kind of tobacco product on school property or at a school function. A student shall not possess, use, or be under the influence of alcohol on school property or at a school function.

A student shall not possess, use, or be under the influence of marijuana on school property or at a school function. “Marijuana” is defined to also include synthetic cannabinoids and substances intended to mimic the effects of marijuana. Possession of large amounts or of more than one individually wrapped package of marijuana will be deemed to be a violation of Drug Distribution. A student shall not use, possess, or distribute any drug-related paraphernalia, including but not limited to: rolling papers, cigar wrappers, e-cigarettes, vaping/hookah devices, bongs, pipes, or any item intended for the use, storage, or distribution of alcohol, tobacco, marijuana, or other drugs. For drugs other than marijuana, a student shall not use or be under the influence of illegal or controlled substances or possess illegal, counterfeit, or controlled substances (including prescription drugs without a doctor’s order filed with the school) on school property or at a school function. Example items include, but are not limited to: Acid, Ecstasy/MDMA, Heroin/Opiates, Cocaine, Xanax/Benzodiazepines.

34. SALE/DISTRIBUTION

A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit, or controlled substance. Possession of a large amount of or more than one individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

35. WEAPONS AND DANGEROUS OBJECTS – NOT INCLUDING FIREARMS

A student will not possess, handle, transport, or use any weapon, object that can be reasonably considered a weapon, dangerous object, or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Note: Any item thrown from a school bus will be treated as a weapon for the purpose of this rule. See Offense 37 for rules on firearms. *Special note: See the Safe Harbor Provision on page 5.*

Prohibited items include, but are not limited to:

- a. Toy knife or look-alike knife
- b. Toy gun or look-alike gun
- c. Weapon not capable of propelling a missile
- d. Knife, switchblade knife, Bowie knife
- e. Box cutter/razor blade
- f. Camouflaged weapon
- g. Object thrown from a bus
- h. Gun powder, ammunition, bullets
- i. Fireworks
- j. Bomb (includes destructive devices such as an explosive, incendiary, or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, or missile with an explosive charge of more than ¼ ounce, mine or similar device)
- k. Airsoft gun, BB gun, pellet gun, air rifle
- l. Any object or substance that could cause injury, including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, dirks, daggers,

lead canes, clubs, stun guns, flare guns, paint ball guns, mace, pepper spray, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

36. GANG AND GANG-RELATED ACTIVITIES

No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors, or symbols.

“Gang-Related Activity” includes:

- a. **Clothing:** Wearing, possessing, using, distributing, displaying, selling, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- b. **Communication:** Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;
- c. **Vandalism or Destruction of Property:** Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- d. **Intimidation/Threats:** Requiring payment for protection, money, or insurance, or otherwise intimidating or threatening any person related to gang activity;
- e. **Coercion:** Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- f. **Solicitation:** Soliciting others for gang membership;
- g. **Conspiracy:** Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies related to gang activity.

37. FIREARMS (Loaded or Unloaded)

A student shall not possess, handle, or transport any handgun, rifle, starter gun, shotgun, or any other weapon that will or is designed to or may be readily converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. By law, students violating this rule are subject to a 365-day mandatory suspension.

38. PERSISTENTLY DANGEROUS STUDENTS

Students who are 14 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule is multiple events over an extended period of time, including previous school years. Examples of misconduct under this rule include, but are not limited to, multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons, and inappropriate sexual behavior.

Discipline of Students with Disabilities

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

SPECIAL EDUCATION SERVICES

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

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

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

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

When Exclusion Is Required

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

- School Administrators may suspend a special needs student for up to 10 school days in a school year, just like any student. Suspension day 11 will trigger a Manifestation Determination meeting.
- Students considered for long-term suspensions, exclusion, expulsion, or for whom a pattern is determined must have a Manifestation Determination.

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

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

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

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

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

Any change in special education placement must be documented on:

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

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

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

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

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

Manifestation Determination

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

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

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

Day 11 Requirements

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

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

If the change in placement is due to disciplinary reasons:

1. On the day of the incident, the School must send the Student/Family Handbook and the Invitation.
2. Conduct a Manifestation Determination.

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

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

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

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

Weapons/Drugs/Serious Bodily Injury:

If the offense involves weapons, drugs, or serious bodily injury, proceed using the 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the

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

Functional Behavioral Assessment (FBA)

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

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

Behavioral Intervention Plans (BIP)

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

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

ATTACHMENT C

Service Animal Policy

PURPOSE

The School will make reasonable accommodations in its services, programs, or activities for qualified individuals with a disability in accordance with requirements set forth under federal law Section 504 of the Rehabilitation Act of 1973 (ADA), American with Disabilities Act Amendments Act of 2008 (ADAAA), Title II of the Americans with Disabilities Act (amended 2010) and North Carolina state law.

This policy addresses the use of Service Animals on School Property by qualified individuals with disabilities.

Pets and therapy animals are not considered Service Animals and, therefore, are not covered by this regulation.

DEFINITIONS

Service Animal

A "service animal" for purposes of this policy, is any dog or miniature horse that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, conditions from a physical, sensory, psychiatric, intellectual, or other mental disability.

Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i).

Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not considered service animals for the purposes of this policy.

Work or Task

The work or tasks performed by a service animal must be directly related to the individual's disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify.

Examples include assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; assisting an individual during a seizure; retrieving items such as medicine; helping persons with psychiatric and neurological disabilities by resending or interrupting impulse or destructive behaviors.

Disability

In accordance with federal and state laws, an individual with a disability may (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Handler

A “handler” is an individual with a disability who uses a service animal, or, if the individual is unable to care for and supervise the animal, the handler is the person who cares for and supervises the animal on behalf of the individual who needs the service animal. School personnel are not responsible for the care, supervision, and/or handling responsibilities of a service animal.

INQUIRIES RELATED TO SERVICE ANIMALS

When it is not obvious what work/task an animal provides, a School representative may only make two inquiries to the Student/Employee/Visitor or service animal's handler to determine whether an animal qualifies as a service animal (definition above):

1. If the animal is required because of a disability, and
2. What work or task the animal has been trained to perform.

No School representative shall ask about the nature or extent of a person's disability in relation to the Service Animal unless provisions are needed for safety.

No School representative shall require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY STUDENTS AND EMPLOYEES

Introduction of a Service Animal

School administrators shall facilitate the introduction of an eligible service animal into the school environment.

To promote a successful integration of the service animal at school and to minimize unnecessary disruption, an employee or student with a disability who intends to bring a service animal to school during the school day is encouraged to follow these guidelines:

1. The employee, student, or student's parent/guardian should notify the principal/administrator of the School in writing at least 10 work days prior to the date proposed to bring the service animal onto school property and complete a Request for Service Animal form. This will allow School staff to review the request and, if approved, develop a plan to introduce the service animal to the school environment. This plan will also provide any necessary

guidance to staff and students regarding interactions with the service animal, as well as other activities or conditions deemed necessary by the School.

2. The employee, student, or student's parent/guardian should work with School personnel to create a plan addressing the presence of the service animal during the school day. A plan to integrate the service animal into the school environment should include the following: 1) appropriate training for school personnel and students regarding interaction with the service animal; 2) arrangements for meeting the service animal's basic needs during the school day; and 3) any necessary modifications to the educational program so that the service animal may accompany the employee or student with a disability.
3. Service animals should wear identification to provide adequate notice to students, staff, and others that the dog is a service animal. Any questions regarding the type of identification should be directed to the Head of School. If the service animal does not wear identification, it may confuse students and result in behavioral and safety challenges, potentially leading to the permanent removal of the service animal from campus.
4. The service animal should be free of parasites and otherwise in good health.

Presence of a Service Animal on School Property

An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property:

1. A student or employee who elects to be accompanied by a service animal will be expected to be the handler for the animal and care for and supervise the animal. If a student is unable to provide adequate care and supervision, a handler will be responsible for providing such care and supervision.
2. If a student requires assistance from a handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in accordance with state law and any procedures established by the School.
3. The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student's disability, the animal must be under other sufficient means of control.
4. The service animal must be housebroken, under the control of its handler, healthy, and have received all necessary vaccinations as required by state law.

Responsibilities of the Handler

The care and supervision of a Service Animal is the responsibility of the Handler.

School staff are not responsible for the care or supervision of a Service Animal, including walking the animal or responding to the animal's need to relieve itself. However, staff may provide support to a student using a service animal in limited and particular instances, such as helping a young student who has a service animal take the animal outside to urinate.

Vaccinations and Health

The animal must be in good health and have been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association.

The school retains the right to request proof of vaccinations required by law. Dogs should undergo routine maintenance, including flea and tick prevention, deworming, and annual examinations. In addition, the animal should be spayed or neutered.

The school reserves the right to have the service dog removed if the dog appears unwell or presents a health or safety hazard, such as worms, uncontrolled and untreated fleas, or ticks.

Tags

In accordance with North Carolina law, all dogs must wear a rabies tag.

Control

The handler must be in complete control of the animal at all times.

The handler must keep the Service Animal on a leash/lead when the animal is in a public area (i.e. classroom, library, common area, outdoors on campus, etc.), unless the Service Animal is required to perform a task that it could not accomplish while on a leash/lead or the handler is otherwise unable to maintain the animal on a leash/lead due to a disability; in such cases, the handler still must be able to maintain control over the animal.

The handler must maintain complete control of the animal at all times while on the school bus or any other form of school transportation. The handler is responsible for ensuring the animal does not interfere with the operation of the school bus. The handler must keep the animal immediately next to them and away from the bus driver at all times. The handler must ensure that students do not engage with the animal on the school bus. The handler shall work with the school and bus driver to determine the best location for the handler and animal to sit while on the school bus.

USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY SCHOOL VISITORS

A service animal may accompany a school visitor who is an individual with a disability in accordance with all applicable state and federal laws. A service animal that is

accompanying a school visitor may be properly excluded from school property for a reason(s) set forth in other sections of this policy.

LIABILITY

The School shall hold the owner and/or the handler of a service animal or both liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or the handler, or both, shall be liable for personal injury caused by the animal or related to the presence of the animal on school property. The school requires the handler and owner to expressly accept liability in such circumstances.

REMOVAL, RESTRICTION, OR EXCLUSION OF A SERVICE ANIMAL

While access to restricted areas may be granted on a case-by-case basis by contacting the principal, the School retains the discretion to exclude or remove a Service Animal from School Property if:

1. The animal is out of control, and/or the animal's handler does not effectively control the animal's behavior;
2. The animal is not housebroken, or the animal's presence or behavior fundamentally interferes with the functions of the School;
3. The animal's presence would "fundamentally alter" the nature of the service, program, or activity; or
4. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications, including those set forth above related to health.

If a principal or their designee excludes a dog or service animal from school property, they must document the reasons for the exclusion and notify the Head of School, who will decide on whether a service animal will be allowed to return to the school and, if reasonably possible, notify the individual with the disability in writing of the decision within five school days of the initial exclusion.

If the Head of School or their designee determines that an animal does not meet the definition of a service animal or that a service animal should be excluded for one or more of the reasons described in this section, the student's Section 504 or IEP Team shall meet to consider and document whether the animal's presence is necessary for the child to receive an appropriate education or to have equal access to the educational program and, if not, whether the child needs other aids and services or accommodations.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate in educational services, programs, or activities as required by law without having the service animal on the premises.

CONFLICTING DISABILITIES

If another person on School Property has a covered disability under the ADA and that person is in proximity of a Service Animal appropriate for presence on School Property, a request for assistance will be made to the principal or designee, who will consider all facts surrounding the contact and try to resolve this issue.

ATTACHMENT D

Service Animal Request Form

Approval Request Form / Use of a Service Animal

Please complete the information to request the use of your service animal. Please return this form to the Front Office.

Date	
Name	
Phone	
Email	
Service Animal Name	
Type/breed	
Name of individual requesting service animal.	
Date service animal expected to arrive at school.	
Name, Email, and Phone Number of Handler for service animal (if not student or employee).	

1. Is the service animal required because of a disability?
2. What work or tasks is the service animal trained to perform?
3. Will this service animal need to accompany the student on a school bus for transportation to and from school and/or for field trip transportation?
4. How does the service animal react to sudden noises, such as a fire drill?
5. Please answer yes or no to the following questions. The school cannot exclude a service animal based on the following factors; however, your cooperation in answering these questions will help the school make the necessary preparations to help ensure the service animal's successful integration on campus.

a. Will there be challenges keeping the service animal clean and well-groomed?

Yes or No

b. Does the service animal have an offensive odor?

Yes or No

c. Will the service animal frequently defecate and/or urinate in inappropriate places?

Yes or No

d. Does the service animal vocalize unnecessarily (bark, growl, etc.)?

Yes or No

e. Does the service animal show aggression towards other people or animals? Yes or No

f. Does the service animal solicit or steal food or other items from the general public?

Yes or No

g. If you answered “Yes” to any of the above questions, please explain: _____

6. Please submit documentation from a licensed veterinarian that includes a record of the required vaccinations as per North Carolina regulations. It is strongly recommended that you provide a statement from your veterinarian confirming that the animal is in good health and free from disease. Should the animal not appear in good health or present a health or safety threat to students, it will be removed from campus pursuant to our policies. No service animal will be allowed on School grounds without documentation of required vaccinations.

Have you submitted the required documentation to the School? Yes or No

7. It is strongly recommended that the Service Animal be covered by adequate liability insurance, as the School is not responsible for any damages resulting from the Service Animal. If you choose **not** to obtain service coverage with adequate liability insurance, please note the following language from the policy.

“The School shall hold the owner and/or the handler of a service animal or both liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or the handler, or both, shall be liable for personal injury caused by the animal or related to the presence of the animal on school property. The school requires the handler and owner to expressly accept liability in such circumstances.”

Do you agree to abide by the School’s policy regarding liability for service animals?

Yes or No

Do you agree to accept all responsibility for any and all damages and/or liability caused by, related to, or connected to the Service Animal?

Yes or No

8. Do you understand that the School has the right to remove or exclude the service animal from School property for any of the following reasons: if the animal is out of control and/or the animal’s handler does not effectively control the animal’s behavior; if the animal is not housebroken or if the animal’s presence or behavior fundamentally interferes in the functions of the School; if the animal’s presence fundamentally alters the nature of the service, program, or

activity; and/or if the service animal poses a threat to the health or safety of others that reasonable modifications cannot eliminate?

Yes or No

9. Do you agree to be responsible for any and all damages to the School property, personal property, and injuries caused by your Service Animal?

Yes or No

10. Do you agree to indemnify and hold harmless the School, its board members, administrators, employees, and agents from and against all claims, actions, suits, judgments and demand brought by any part arising on account of, or in connection with, any activity of or damage caused by your service animal?

Yes or No

School Leader Signature: _____

Date: _____

Parent/Guardian/Employee Signature: _____

Date: _____

ATTACHMENT E

Name, Image, Likeness Policy

DEFINITIONS

Name, Image or Likeness (“NIL”):

The use of a student’s name, image, or likeness for commercial purposes and in exchange for compensation to the student or an immediate family member of the student.

Name, Image and Likeness Agreement (“NIL agreement”):

Any formal agreement or contract to use a student’s name, image, or likeness for commercial purposes, in exchange for compensation to a student or an immediate family member. A student may enter into an NIL agreement that conforms with this policy or otherwise use the student’s name, image, or likeness in any of the following ways: public appearances or commercials; autograph signings; athletic camps and clinics; sale of non-fungible tokens (“NFTS”); product or service endorsements; promotional activities, including in-person events and social media advertisements; any other commercial activities that are intended to promote a product or service offered by, increase the profits of, or otherwise generate financial benefits for a party to the NIL agreement from the use of the student’s NIL.

Compensation:

Anything of value to the student or an Immediate Family Member of the student, including cash, in-kind gifts, discounts, and/or other tangible benefits.

School Administrators:

For purposes of this policy, the term “school administrator” includes the Executive Director (or their designee), principal and athletic director of [[School]], the chairperson of the Board of Directors, and the head coach of any sport in which the student participates during the term of the NIL agreement.

Administering Organization:

Any organization in which the School is a member or in which its sports teams are members, such as the North Carolina Athletic Association and the National Federation of State High School Associations.

PROCESS

1. **Course completion.** The student must complete the NIL education course offered by the NFHS no later than 10 business days prior to the student's entry into an NIL agreement. If the student is under 18 years of age, the student's parent or legal guardian must also complete the course. Certificates of completion from the NFHS course for both the student and parent or legal guardian must be submitted to all School Administrators no later than 10 business days prior to the execution of entry into an NIL agreement.
2. **Disclosure.** The student must provide a complete and unredacted copy of any proposed NIL agreement or any proposed amendment to an existing NIL agreement to school administrators no later than 10 business days prior to execution of the proposed agreement or amendment.
3. **Submission to Administering Organization.** The school Athletic Director shall submit a copy of any NIL agreement involving a student at [[School]] to any Administering Organization of which the School is a member no later than 30 days of the disclosure of the NIL agreement or amendment to an NIL agreement by the student. It is the responsibility of the administering organization to maintain accurate records of all NIL agreements received.

APPLICATION

This policy applies to any NIL agreement executed during the time a student is enrolled at the School, even if the benefits of the agreement would not accrue to the student or an immediate family member until after the student has graduated.

RESTRICTIONS

Students participating in interscholastic athletics may enter into Name, Image, and Likeness ("NIL") agreements, but are subject to the following restrictions:

1. The NIL agreement cannot condition the receipt, type, or extent of any compensation on the extent or quality of a student's performance.
2. If the student is younger than 18 years old, the student's parent or legal guardian shall be a party to the NIL agreement.
3. No student engaged in an NIL agreement-related activity can make any reference to [[School]] or any PSU, conference, administering organization, or the NFHS.

4. No student engaged in an NIL agreement-related activity can receive compensation for the use of intellectual property—which includes the name, uniform, mascot, mark, or logo of the entity that owns the intellectual property—of the School or any PSU, conference, administering organization, or the NFHS.

5. No student shall endorse or promote the goods or services of any third-party with which the student has entered into an NIL agreement during interscholastic athletic competition or other school-based activities or events. This includes wearing apparel displaying the mark, logo, brand, or other identifying insignia of the third-party entity, unless it is part of the standard uniform for the school or sport.

6. No student shall enter into an NIL agreement or otherwise use the student's name, image, and likeness to promote any of the following: adult establishment (as defined in G.S. 14-202.10 (2)) or adult entertainment services; alcohol or alcoholic products; tobacco, vaping, or other electronic smoking devices, or other nicotine products; cannabis or cannabis products; controlled substances (as defined in G.S. 90-87(5)); opioids or prescription pharmaceuticals; weapons, firearms, or ammunition; casinos or gambling, including sports betting; activities that would disrupt the operations of a school or PSU as determined by the School or an Administering Organization.

ADDITIONAL REQUIREMENTS

1. The NIL agreement shall hold the following harmless from any liability related to or arising from the NIL agreement: the governing body of [[School]] and their officers and employees; the State Board of Education and the Department of Public Instruction, along with their officers and employees; and any administering organization with which [[School]] is associated, along with their officers and employees.

2. Any NIL agreement shall otherwise comply with state and federal law.

3. To the extent any law, regulation, or rule requires [[School]] or a PSU to sign the NIL Agreement, such signature solely represents acknowledgment of receipt. It expressly does not represent consent, compliance, legal review, or assent to such NIL Agreement. [[School]] shall not be liable for any NIL Agreement.

ATTACHMENT F

Admissions Policy

Purpose: This policy outlines the process for student admissions at Socrates Academy, ensuring a fair and consistent procedure. The goal is to provide equal opportunity to all applicants, with priority given only to specific groups as required or allowed by North Carolina law.

Socrates Academy is a nonprofit, tuition-free public K to 12 charter school authorized by the state of North Carolina. As a charter school, Socrates Academy is open to all students who would otherwise qualify for North Carolina Public Schools enrollment. Socrates Academy will not discriminate against any student based on ethnicity, national origin, gender, or disability. Socrates Academy holds open enrollment from November 5th of each year to November 5th of the following year. The lottery is always held to determine applicants' entry. The lottery date, time and location are published on the school's website by January 15th of each year.

No criteria for admission will be used except the completed application. The application may be completed electronically, online by accessing the [Socrates Academy website](#). In case applicants cannot access the website, a paper application will be provided upon request. For paper applications, interested guardians should contact the main office. The application requires information such as the student applicant's and guardian names, current address and county of residence of the student applicant, phone number and email of the guardian, the student's current grade level and their grade level for the coming year, student's date of birth, current school, the name of any siblings already enrolled at the school, declaration of the student's residence in the state of North Carolina, confirmation of access to email, and an indication as to how the family would like their children entered into the lottery.

As part of the admissions process, families acknowledge that they have read and understood the mission and core values of Socrates Academy. They also recognize that the Greek Language is a core component of our curriculum and an integral part of our educational model. By applying for admission, families affirm their support for and commitment to these foundational aspects of our school community.

Admission requirements.

Any student qualified under this State's laws for admission to a public school in North Carolina is qualified for admission to Socrates Academy. Admission to Socrates Academy will not be determined according to the school attendance area in which a student resides. A student who is not a domiciliary of the State shall be permitted to register to enroll in Socrates Academy or participate in a lottery for admission to Socrates Academy by remote means, including electronic means, before commencement of the student's residency in the State if all of the following apply: A student who is not yet domiciled in North Carolina but whose guardian is an active-duty service member transferring to the state may apply for admission before establishing residency. The guardian must provide the official military transfer order and complete all required

enrollment forms. Proof of residency and disciplinary records will be required once the student relocates to North Carolina, at which point they will be allowed to attend.

Socrates Academy shall make available to a student who registers to enroll or who participates in a lottery pursuant to this subsection the same opportunities available to a student enrolled or participating in a lottery contemporaneously with domicile in the State, such as registering for courses and applying for programs that require additional request or application. A student enrolled pursuant to this subsection may not attend Socrates Academy until proof of residency is provided in accordance with the requirements of the charter school. Nothing in this subsection shall be construed to curtail Socrates Academy's authority pursuant to subsection (i) of this section.

Grade Level for the Lottery Application

Guardians, legal guardians, or caregivers will be asked to confirm both their student's current grade and the grade for the upcoming school year. Guardians are required to enter the **actual** current grade and the **next** grade level, rather than selecting which grade they would prefer their student to enroll in.

If a guardian wishes to have their student considered for retention, they must submit the application for the next grade level. Retention decisions will be made by the Principal and the current teacher after the student has been admitted, based on the student's academic performance and needs. If a retention decision is made, the student will be placed in the correct grade level, and their waitlist position will be adjusted accordingly.

Returning Students

Current students at Socrates Academy will not be required to re-enroll. Current students will be asked to sign a letter of intent for the coming year during January to allow the school to plan appropriately for the lottery.

Application Process for Siblings

For the purposes of this policy, the term "siblings" includes any of the following who reside in the same household: half-siblings, step-siblings, and children residing in a family foster home.

Families have the option to submit either a **single family application** (listing all siblings) or **individual applications** for each child. If a family application is pulled during the lottery, all siblings listed will be considered together. If there are spots available in the appropriate grade levels, all siblings will be admitted. If there are no spots available, they will be placed on the waitlist for those grades.

For multiple birth siblings (e.g., twins, triplets) applying for the **same grade level**, they will be treated as a unit. If their application is pulled from the lottery and there is at least one open spot available in the grade, all multiple birth siblings will be admitted together. If there are no open spots available in the grade, they will be placed on the waitlist in the order in which they were selected.

Sibling Lottery and Waitlist

A sibling lottery will be conducted before the general lottery to prioritize siblings as described in

the next section. If there are more siblings applying than available spots in a grade, they will be placed on a waitlist in the order their application was drawn.

After the sibling lottery, the general lottery will proceed. All applications received during the open enrollment period will be entered into the school-wide lottery. Students will be admitted to available spots based on their lottery number.

Enrollment Priority:

Socrates Academy follows North Carolina law regarding enrollment priority. The following groups will be given enrollment priority, in the order that follows, as space permits in each grade:

1. Siblings of currently enrolled students.
2. Siblings applying in the same school year, where one sibling was admitted but the other was not initially admitted due to grade capacity.
3. Siblings of students who have completed the highest grade level offered by Socrates Academy and who were enrolled in at least four grade levels offered by Socrates Academy.
 - a. Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, children or grandchildren of Socrates Academy full-time staff or Board of Directors members.
4. A student who was enrolled in Socrates Academy within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's guardians.
5. Limited to no more than ten percent (10%) of the school's total kindergarten enrollment, unless granted a waiver by the State Board of Education, children enrolled in a Greek language preschool program.

Lottery Results

Socrates Academy will post the results of the lottery on the website within 5 business days following the lottery. If a student is admitted to the school, their guardian will be contacted via email. If the guardian indicated on their application that they do not have access to email, an acceptance letter will be mailed to the student's residence.

The lottery results and waitlist will be updated monthly, allowing guardians to check their student's current position on the waitlist. Guardians of students placed on the waitlist will not receive individual communication regarding their position. Instead, they will need to refer to the waitlist information placed online to determine their current spot.

Enrollment

- **For Students Admitted Before May 15:** Guardians will have 10 calendar days from the date of the acceptance email to either accept or decline enrollment. Additionally, enrollment paperwork must be submitted within 5 days from the date of the acceptance email.

- **For Students Admitted After May 15:** Guardians will have 3 calendar days from the date of the acceptance email to either accept or decline enrollment. Enrollment paperwork is due within 7 days.
- **For Students Admitted After July 15:** Guardians will have 48 hours to accept or decline enrollment, and 3 days to submit the required enrollment paperwork.

If Socrates Academy does not receive the completed enrollment paperwork by the deadlines, the registrar may decline the student's enrollment and offer the spot to the next student on the waitlist.

If a guardian initially declines enrollment and later decides to accept, the guardian will be required to submit a new application. The student will then be placed on the waitlist for the next available spot. As spots become available, the guardian will be contacted via email. If the guardian does not have email access and has specified this on the application, a letter of acceptance will be mailed to the student's residence.

School's Right to Refuse Enrollment

Socrates Academy reserves the right to refuse enrollment to any student who is currently under a term of expulsion or suspension from another school. Enrollment may also be refused if a guardian knowingly provides incorrect or misleading information on the application.

If a student is admitted but does not appear on the first two days of school, the school will make reasonable attempts to contact the guardian. If there is no response by the third day of school, the school reserves the right to remove the student from the enrollment roster and offer the spot to the next student on the waitlist.

Enrollment Forms

Enrollment forms will include, but are not limited to the following:

- (1) Proof of North Carolina Residency
- (2) Permission to request current school records
- (3) Immunization Records

Handling of Errors

School Errors

If Socrates Academy makes an error in administering the lottery, or if a discrepancy occurs due to actions of the Academy that is not corrected during the lottery, the mistake or discrepancy will not invalidate the results. The lottery results will stand for all applicants who were admitted to the appropriate grade level. The error will be addressed and corrected at the next scheduled meeting of the Board of Directors .

In cases where too many students were included in the lottery at a grade level, or if a student name was duplicated, the incorrectly included students (or the duplicate with the lower priority number) will be removed. Any applicants whose placement number comes after those removed will be advanced in order on the list.

If an applicant is accidentally left out of the lottery, the total number of applicants included will be determined, and a random application number will be assigned to the omitted applicant. The applicant will be placed in the lottery as though they were selected at the same time as the randomly assigned number. Any applicants with waitlist numbers behind the omitted applicant will be moved down the list accordingly. As stated, the lottery results will stand for all admitted applicants.

Applicant Errors

If a student's name is duplicated in the lottery and the duplication is found to be caused by an applicant's error, the student will be assigned the lowest priority placement number.

If an applicant is erroneously placed in a grade because the guardian wishes to retain their student, the applicant will not be admitted to the school. The applicant may submit a corrected application, which will be processed as a new application, subject to the lottery process followed for students applying after the enrollment period.

ATTACHMENT G

Athletics/Extracurricular Participation Policy

Extracurricular activities include ANY athletic team, Elementary, Middle School or High School club or clubs that represent Socrates Academy in competition. To be eligible to try out and remain eligible to participate for any sport, extracurricular competition, or club leadership role at Socrates Academy, students must meet the following criteria:

- All students must be enrolled in Socrates Academy to participate
- All students must be in good discipline status through the entire time of their respective sport season or extracurricular 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 in 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 (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 athletics for a period of one year as determined by the 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.
- Must pay the participation fee (per sport season) prior to the first contest in each sport season.
- Concussion Forms must be completed and on file for each school year.

Middle & High School Athletic Eligibility Requirements

6th Grade	<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>.• Must have earned an average of 75% across all classes during the previous semester (beginning the second semester). Students must maintain an average of 75% across all classes during the season to remain eligible.• Students with grades that dip below 70% in any class must attend weekly tutoring until their grade is a minimum of 70%
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Grades 7 and Grades 8	<ul style="list-style-type: none"> • Must meet local promotion standards • Must have earned an average of 75% across all classes during the previous semester (beginning second semester). Students must maintain an average of 75% across all classes during the season to remain eligible. • Students with grades that dip below 70% in any class must attend weekly tutoring until their grade is a minimum of 70%
High School	<ul style="list-style-type: none"> • Must meet local promotion standards • Must maintain overall 2.3 or higher (previous semester) • During the season, students with grades that dip below 70% in any class must attend weekly tutoring until their grade is a minimum of 70%
Exceptional Children	<ul style="list-style-type: none"> • The 75% average or GPA 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 principal's recommendation

Athletic Offerings

Fall Sports

MS and HS Boys Soccer
MS and HS Girls Volleyball
MS and HS Boys and Girls Cross Country
MS and HS Girls Tennis

Winter Sports

MS and HS Girls Basketball
MS and HS Boys Basketball
MS and HS Cheerleading

Spring Sports

MS and HS Girls Soccer
MS and HS Coed Bowling
MS and HS Boys and Girls Track
MS and HS Boys Tennis

Sports Pre-Participation & Medical Examination Forms

In order to be eligible for practice or participation in interscholastic athletic contests, the student must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician assistant, 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/>. The student-athlete must submit the physical form along with the concussion statement, NCHSAA athlete participation form (high school athletes only), and the signed student-athlete handbook to the office prior to the first day of practice or tryouts. The student shall not participate in any tryouts, practice sessions or contests until the completed physical has been turned in.

Medication Responsibilities

School coaches must adhere to the School Medication Administration policy, as outlined in the Student Handbook, for all athletic events, including tryouts, practices, and contests.

Concussion Awareness

On June 16, 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. To meet these regulations, student athletes as well as their parent/guardian 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 school athletics. 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 <https://gfellerwallerlaw.unc.edu/>.*

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.

Attendance at Athletic Practices and Games/Matches/Meets

Students are expected to be in attendance during both contests and practice sessions. Students must be in school attendance for at least half of the school day (four classes) to participate in practice or contests on the same day or evening. If a student is absent due to illness, injury, or another required school or family commitment, the student should make prior arrangements with the coach to obtain 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 sports 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 obtain a medical release from a physician licensed to practice medicine before remittance to practices or contests.

Uniforms

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 for paying the replacement fee for equipment items issued for use by the school that are deemed abused or not returned. Student-athletes will be withheld from athletics in the succeeding seasons and all school events, as well as field and overnight trips, until this obligation is met.

Inappropriate Actions, Behavior and Conduct

The Coach, Athletic Director, Dean of Students, and Director reserve the right to deny athletic participation to any student whose inappropriate actions or conduct are not explicitly 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 School 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 who 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 banning the individual from any athletic contests involving the School for the remainder of the school year.

24- Hour Rule

School parents and coaches will be expected to follow a 24-hour rule regarding communication with one another. School coaches are competitive, and School parents are passionate about their children. There may be times when coaches and parents disagree about playing time, position, strategy, or other aspects of the game. The appropriate time to discuss these matters is not immediately following an athletic 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.

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. Coaches are expected to stay with students no more than ten minutes past the anticipated arrival time provided to the parents. The Grade Level Principal will handle any issues with parents failing to pick up their child on time, 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 the circumstances.

Participation Fees

Socrates Academy is committed to offering athletic programs to our students. A **\$180.00 participation fee** will be required from all middle school student-athletes **per sport**. This fee is to help cover the costs of officials, field and court rentals and meet entry fees.

There will be no refunds of the participation fee unless the student-athlete suffers a season-ending injury prior to the mid-point of the season, which precludes them from participating in one-half of the regularly scheduled season. A refund will also be granted to students who have been deemed academically ineligible before the mid-point of the season.

A paid fee does not guarantee playing time or control over any conditions of the team. Parents/guardians who need financial assistance or are unable to afford these fees should contact the Head of School.

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 discussed 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 Director
3. Head of Lower/Middle/Upper School
4. Head of School

Tryouts

The Head Coach of the sport will determine roster sizes. 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 currently enrolled at the school are eligible to attend tryouts.

Playing Time

One of the most emotionally charged issues surrounding an athlete's involvement in athletics is the allocation of playing time. Although attendance, attitude, commitment, effort, and ability all play a role in determining playing time, it is ultimately the coach's decision. At Socrates Academy, 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. 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 grievance policy set forth in this handbook.

Inclement/Hot Weather Guidelines for Outdoor Sports

All outdoor sports should follow the Inclement/Hot Weather Guidelines found at <https://www.nchsaa.org/health-and-safety-physicians/>

These guidelines are reviewed/revised annually by the Sports Medicine Advisory Committee of the NCHSAA.

School Disciplinary Action

Students currently suspended from school will not be permitted to practice or participate in games. Students who are on their second suspension of the school year will not be allowed to play in the next game. At any point in time, a student may be removed from the team for disciplinary reasons.

Student/Parent/Coach Expectations

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 in 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 in all athletic activities
6. Volunteer as needed at games and practices

The Coach's Responsibilities

1. Be on time at all practices and events for team
2. Come prepared to run an efficient and effective practice for all of the athletes on 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. Ensure at least two adults are at every practice or game
8. Escalate parent or student issues to the Athletic Director in a timely manner
9. Confirm officials for all contests hosted by Socrates Academy
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 the use of such substances by a Socrates Academy 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 and/or Principal, the School Counselor, and the student to discuss the violation.

2. The student's parents/guardian will be notified in a timely manner.
3. The Athletics Director will facilitate a meeting of the student, their parents/guardian 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.

ATTACHMENT H

Alcohol and Drug Policy

A student's involvement with alcohol or other drugs can interfere not only with their academic and co-curricular activities but also with their emotional, physical, mental, and social development. The board's goal is to create a supportive, drug-free school environment. Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. Students and their families are encouraged to voluntarily seek help with any substance abuse problem.

This policy applies to students while on school property or at a school-sponsored event or activity (whether on or off school property) and at any other time or place where the conduct is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. The Head of School or designee may develop and oversee procedures to implement this policy.

Prohibited Behavior

Students are prohibited from possessing, using, selling, delivering, sharing, providing, manufacturing, or being under the influence of any of the following substances:

- a. narcotic drugs;
- b. hallucinogenic drugs;
- c. amphetamines;
- d. barbiturates;
- e. marijuana, CBD, Delta 8, or any related product;
- f. Anabolic steroids;
- g. synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2");
- h. any other controlled substance;
- i. any substance containing any amount of tetrahydrocannabinol (THC), Delta 8, or CBD, regardless of whether it constitutes a controlled substance under state or federal law;
- j. any alcoholic beverage, malt beverage, fortified, or unfortified wine or other intoxicating liquor; or
- k. any chemicals, substances, or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.

Students are prohibited from being at school with the odor of alcohol or illicit drugs about their person.

Students are prohibited from possessing, using, selling, sharing, delivering, or manufacturing counterfeit (fake) drugs.

Students are prohibited from possessing, using, sharing, selling, delivering, or manufacturing drug paraphernalia, including but not limited to rolling papers, roach clips, lighters, matches, vaping devices, vape liquid containers, pipes, syringes, and other delivery devices for prohibited substances.

Students are prohibited from possessing, using, selling, delivering, or sharing prescription or over-the-counter drugs. A student who possesses or uses a prescription or over-the-counter drug in accordance with the School's medication policy does not violate this policy.

A student is not in violation of this policy for being under the influence of a prohibited substance following its proper use as a medication lawfully prescribed for the student by a licensed health care practitioner.

Students may not conspire to sell or deliver prohibited substances or participate in any way in the selling or providing of banned substances, regardless of whether the sale or delivery ultimately occurs on school property.

The principal may authorize lawful uses of substances that are otherwise prohibited by this policy, such as for approved school projects or activities.

Consequences

As required by law, the principal must report to the appropriate law enforcement agency any student who has used or possessed a controlled substance in violation of law while on school property. The disciplinary consequences for drug and alcohol violations are described in the School's Code of Student Conduct. After completing substance abuse treatment, a student will be provided the opportunity to be included in the school-based student support group upon re-entry to school. This is an essential component in the recovery process.

ATTACHMENT I

Non-Title IX

Prohibition Against **Discrimination, Harassment, and Bullying**

And Complaint Process

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

Definitions:

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

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

"Cyber-bullying and cyber-harassment" are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion,

ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

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

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

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

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

Reporting

Mandatory Reporting by School Employee: Any employee or volunteer who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to _____. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

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

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

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

Investigation of Reports

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

Time Period for Filing a Complaint

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

ATTACHMENT J

Title IX Discrimination and Harassment Policies For Students and Staff Members

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

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

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

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

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

parties, including when they are members of the same sex.

2. Retaliation

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

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

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a 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:

Ms. Shawana Ford - sford@socratesacademy.us

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;
2. The scope of the school's education program or activity;
3. How to conduct an investigation;
4. The grievance process including appeals, and informal resolution processes;
5. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
6. 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.

2. NOTICE

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

and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

3. TITLE IX COORDINATOR

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

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

4. EVALUATION

The Head of School 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.

5. CONFIDENTIALITY

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator

of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

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

6. REPORTING TITLE IX VIOLATIONS

1. For Students:

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

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

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

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

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

G. DEFINITIONS

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

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.

3. “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.

4. “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.

5. “Supportive measures” are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School’s selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

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

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

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 School and through local community resources [insert name of local resources] and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the

complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

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

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

Remedies Include:

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

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

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

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

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

J. INVESTIGATIONS

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

The School, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator

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

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 calendar 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 calendar 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 school days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the School to conduct a

thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities or to protect the School community.

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

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

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

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

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
3. 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.