



Find meaning, develop empathy, create solutions
ALAMANCE COMMUNITY SCHOOL

Parent Student Handbook 2025 - 2026

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Mission: Alamance Community School is committed to helping students become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions.

*****DISCLAIMER: The information & policies in this handbook are subject to change. ACS Families & Staff will be notified promptly of any modifications or changes. If this document/site is linked or bookmarked, please make sure to refresh the link.*****

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School Essentials

Mission Statement

Alamance Community School is committed to helping students become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions.

Alamance Community School Honor Code Purpose

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

Alamance Community School (ACS) Honor Code

As our mission states, we want all of our students and staff to be engaged and good citizens who value honor and empathy and demonstrate integrity each and every day. At ACS, we value empathy and trust, therefore we expect ACS students to serve and help members of our community by demonstrating a positive attitude and by respecting other people and school property on and off campus.

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:

1. Excessive parental assistance on homework or projects.
2. Forgery or falsification of documents.
3. Lying, outwardly and/or by omission.
4. Aiding others who are violating the ACS Honor Code.
5. Taking property that does not belong to you without permission.
6. Not abiding by the rules and/or guidelines outlined by the ACS Technology Use Policy.

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, student or staff property.

Inappropriate Use of Technology: Loading unauthorized programs or viewing non-approved websites.

Student Honor Pledge

“As a valued and honorable member of Alamance Community School, I promise to uphold the Honor Code of my school to promote honor, empathy, and integrity. I pledge not to lie, cheat, steal, be disrespectful of people or property or use technology inappropriately. “

Each ACS student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, staff, and other employees of ACS are responsible for familiarity with and support of the Honor Code. Any student or staff member may charge a student with a violation of the Honor Code. Charges are presented to the Principal or Assistant Principal. Hearings, administrative conferences and other proceedings regarding alleged violations of the Student Code of Conduct (including, but not limited to, allegations of violation of the Honor Code) shall be conducted in accordance with applicable North Carolina law.

School Governance

ACS is a non-profit organization. As a non-profit, ACS is governed by the Board of Directors. In accordance with the bylaws, the Board of Directors has between five and nine members. The Board ensures that the school is achieving its mission, creates and follows board policies, oversees the strategic plan for the school, and approves and tracks the annual budget. The board is also responsible for the hiring and termination of employees at the recommendation of the Managing Director. The board usually meets on the third Thursday of each month at 9:00 AM with the specific meeting dates available on ACS's website. All board meetings are open to the public and the agenda for each meeting will be posted on the School website three days in advance of all regularly scheduled meetings. Citizens may address the Board during the 30-minute period set aside for this purpose at the beginning of its regular action meeting. The Board Chairperson will grant 1- to 3-minutes to speak per person, depending on the number of citizens wishing to address the Board. Anyone who would like to make a public comment must email the Board Chair or Board Secretary 24 hours before a board meeting to request a spot on the agenda.

Administration

As used herein, the administration generally means the Managing Director, Principal, and Assistant Principal. The Curriculum Director, Dean of Students, Student Information Coordinator, MTSS/Testing Coordinator, and the Facilities Director also serve on the Administrative Team.

Instructional Team

The Instructional Team refers to members of the Administrative Team, in addition to the Math Coach, Literacy Coach, EC Facilitator/s, Beginning Teacher Coordinator, Counselor, and Social Worker.

School Operations

School Calendar

The Managing Director shall recommend and the Board shall adopt a school calendar by March 15th before the start of each school year and may present a calendar adoption. The Managing Director shall have a calendar committee to consider options and get feedback. The calendar shall comply with applicable laws concerning educational instruction time. ACS's calendar is available on the ACS website at

<https://www.alamancecommunityschool.net/school-calendar-schedules>

Inclement Weather & School Closing Procedures

The Managing Director will make all decisions regarding school delays or closures due to inclement weather. Given that many families and staff will drive to the school from various parts of Alamance County and surrounding counties, there may be times when ACS may or may not follow the direction of Alamance Burlington Public Schools as it relates to school closures.

Alamance Community School is not a part of Alamance Burlington Public Schools.

School cancellation or a delayed opening will be communicated through an email to all parents and staff. The information will also be posted on our website and text messages will be sent via Swift K-12 for anyone that has signed up to receive them. We will also post information on our "Coyote Pack" Facebook page.

Because ACS has built in additional instructional school hours over the state minimum requirement of the 1025 instructional hours, ACS may not have to make up for some of the inclement weather days. The Managing Director will inform the parents, students, and staff if the school is required to make up a missed school day.

Additionally, the Managing Director has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delays. The Managing Director will consult with the Board for all other school closings.

School Hours

Monday, Tuesday, Thursday & Friday: 8:15 - 3:15

Morning Carline Drop-off/Arrival: 7:45 – 8:10

Afternoon Carline Pick-up/Dismissal: 3:15 – 3:45

Wednesday: 8:15 - 1:15

Wednesday Morning Carline Drop-off/Arrival: 7:45 – 8:10 am

Wednesday Afternoon Carline Pick-up/Dismissal: 1:15 – 1:45 pm

When the carline ends at 8:10, anyone directed to the front office must sign in and will be counted tardy. Students are to be in their classrooms by 8:15.

There will be an Early Release for staff professional development, planning, and vertical alignment every Wednesday. Students can go to after school care, go home, or attend an after school enrichment activity.

The Alamance Community School calendar shall comply with applicable laws concerning educational instruction time. ACS shall follow the minimum of 1,025 hours of instruction guideline set forth by 2012 Senate Bill 187 (Session Law 2012-145), applied beginning with the 2013-2014 school year, rewrites a portion of the calendar law (General Statute 115C-84.2). Legislation: Session Law 2012-145, Senate Bill 187, Section 7A.11 regarding that charter schools must meet the requirements of 185 days or 1,025 hours of instruction.

Alamance Community School will operate on Monday, Tuesday, Thursday & Friday: 8:15 - 3:15 and Wednesday: 8:15 - 1:15. There will be an Early Release for staff professional development, planning, and vertical alignment every Wednesday. The ACS Board believes in life-long learning, not only for students, but also for the ACS staff. The Wednesday Early Release Days are critical for ongoing professional development and planning for all staff to effectively implement the ACS curriculum. On the Wednesday Early Release Days, students can go to after school care, go home, or to an off-site after school program.

Arrival and Dismissal

Please refer to the maps and procedures on our website which will be updated as needed each year before the first day of school

Carline Etiquette and Reminders

- Families and staff that are new to ACS may not understand all of the traffic logistics. Be prepared that there will be “kinks” and “tweaks” we will need to make during the first couple of weeks to ensure safety and efficiency.
- Be prepared that the first couple of weeks in the carline will take longer as everyone learns the procedures and patterns.
- As we all learn the ACS carline procedures and patterns together, we do not want our first experiences and interactions at ACS to be unpleasant. So, please be kind!
- We ask that after the first week of school that all students are being dropped off and picked up through the carline to ensure safety and efficiency.
- All students need to be ready to “pop” right out of the car in the morning carline with backpacks already on their shoulders and lunch boxes, etc. in their hands.
- As you are pulling into your unloading zone in the AM, teach your child to unbuckle quickly so they are ready to get out of the car once it stops.
- Parents are not to get out of their car to unload and load their child. Parents may pull up and over to the side in a designated area and assist their child, if needed.
- The student's car seat needs to be behind the passenger seat so that the child can unload quickly and doesn't have to climb over other passengers in the car.
- Do not block the crosswalks or the entrances in the AM and PM carline. We need to keep the crosswalks open so students and staff can cross safely and the entrances and exits are open so cars or emergency vehicles can enter and exit.
- DO NOT use your cell phones during the carline. This means no talking, texting, or checking emails/Facebook. If one of our carline staff sees you on your cell phone, they will ask you to put up your phone, or to pull around to the front office to drop off or pick up your student.
- Please be kind to all staff, parents, students, and volunteers in the carline. Everyone is working very hard to ensure that the carline is as quick as it can be and that it is safe!
- Do not cut in front of someone to avoid having to wait in the carline. This type of behavior is inconsiderate and often makes the driver that has been following the rules and waiting their turn very angry.

- Please be understanding and respectful to our carline staff if they notice that you or another driver is breaking one of the carline rules. We are doing this to ensure that our students and drivers are safe!! Our goals are to make the carline safe, quick, and efficient!
- When the cones are in place signaling the end of the AM carline, please do not drive around the cone. Cones are a signal for drivers to drive to the front of the building and sign their student in at the front office.

Third Party Rides

Consistent with ACS's policies, parents and guardians must provide ACS with the identity, by name, of persons permitted to pick up their children from school and students will only be released to such designated individuals. ACS does not condone students leaving campus in third-party car services and, specifically, ridesharing services whose own policies explicitly prohibit minors from using them such as Uber and Lyft. ACS will not allow any student to be picked up from school in a third-party car service, such as Uber or Lyft, unless a parent/guardian is in the car, and will turn away such ride sharing services from the school.

Family & School Communication

Teachers are expected to communicate with parents on a regular basis. Teachers are expected to meet with parents at parent-teacher conferences. At the parent conferences, teachers should review the academic progress of the student. Students will be included in each parent conference as appropriate. ACS believes it is important for the student to take personal responsibility for his or her own education, when developmentally appropriate. Students should be encouraged to tell their parents about their own educational progress. At the conferences, teachers should take the time to explain all academic data to the parents and answer any questions the parents might have about their child. We expect that all staff will respond to parent emails or phone calls within two school days. Any electronic communication to groups of parents shall be done using the blind-copy function so as to protect the email addresses of parents. All email communications sent to parents or other staff must be done from their school email address.

ACS encourages the involvement of parents in their child's education. If a parent/guardian has a concern regarding their child, they are asked to first contact the child's teacher. As a parent/guardian, they may request a conference with the teacher at any time. Arrangements should be made directly with the child's teacher. If they feel that the situation has not been handled appropriately by the teacher or if the parent still has concerns, then the parent may contact the Principal.

Resolution of Student Issues in the School:

If a parent/guardian wishes to meet to resolve a classroom/student issue, ACS encourages the parent/guardian to contact the following in this order:

1. Student's Classroom Teacher
2. School Counselor (for social/emotional issues)
3. Assistant Principal and/or Principal
4. Principal
5. Managing Director

Dress Code

The purpose of the ACS dress attire policy is twofold. As an aspect of a student's personal education, it helps develop positive self-image and promotes a sense of personal responsibility. As an organizational benefit, this policy keeps our

BOARD APPROVED ON: 6.19.25

focus on the academic process, minimizes disciplinary disruption and assures the safety of our students. In this context, student dress should demonstrate modesty, be appropriate to an academic setting, and contribute to a sense of school pride.

Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include - but are not limited to - non-religious hats and headgear of any kind, shorts higher than mid-thigh, rips, tears, & holes in jeans that are higher than the knee, exposed undergarments or cleavage; excessively short or tight garments (Including **yoga pants, tights, or other tight or revealing clothing**); bare midriff shirts; Spaghetti straps; strapless shirts; attire with messages or illustrations that are lewd, indecent or vulgar, or that advertise any product or service not permitted by law to minors; see-through clothing; any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon; or are reasonably likely to create a substantial and material disruption to the educational process or to the operation of the school, including but not limited to items that are reasonably expected to intimidate other students on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religious affiliation or other protected category.

The Principal shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations to these rules for religious, cultural, or medical reasons.

If a student's dress or appearance violates this dress code it will result in a level 1 infraction and students may be required to change. Dress up days are encouraged for project celebrations, special events and other occasions as noted on the calendar and directed by school leaders.

Project Celebrations & Special Occasions

Staff and students are expected to dress up for Project Celebrations

ACS Spirit Days

To promote school spirit, we will have ACS Spirit Days on Mondays & Fridays. All are encouraged to wear their ACS apparel and/or our school colors of purple and gray to show school spirit and pride!!

Field Experiences/Trips and Overnight Trips

Field experiences/trips are an important part of enhancing a student's learning experience. ACS provides field experience/trip opportunities that provide academic value or community building time for our students. Teachers plan field experiences/trips to reinforce or extend the curriculum, provide an engaging way to learn new material, and enhance Project-Based Learning (PBL). Field trips/experiences must include all students and are never planned as rewards or incentives. Field experiences/trips are an extension of the instructional day and are an essential part of our PBL and empathy/service curriculum. 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.

Chaperones must be approved at the beginning of the school year. Parents should complete the volunteer form if planning to chaperone a field trip. For safety and accountability purposes, parents are required to communicate with the classroom teacher about field trip attendance.

Often parents volunteer or are asked to be chaperones for a field experience/trip. Due to the responsibilities of a chaperone to supervise the students in their care, we are not able to accommodate bringing additional children that are not in the designated class. Therefore, parent chaperones are not to bring siblings that are not in the designated class.

No ACS 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 ACS staff for disciplinary reasons. All students must remain with the group for the duration of the field experience/trip.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to 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 who have been involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year.

Overnight Trip Parent and Student Expectations

Overnight trips are optional for all students. Students not in good academic and behavior 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 dietary requests, rooming preferences, and parent or student desires will not be honored. If students are unable to participate on the overnight trip without accommodations identified in their 504 Plan or IEP, the parent must attend the trip at their own cost and provide any accommodations that are needed.

Student Event and Field Trip Fees/Payments

Throughout the year, the school holds several sponsored events and field trips. Parents/Guardians will be required to RSVP by the designated date for their child to be able to attend. Also, payment for the field trip or event must be made 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, as the school is expected to pay for tickets well in advance of field trips and cannot get a refund. All payments and permission slips will be done through Infinite Campus.

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
- full payment will be expected by the payment deadline

Financial Assistance

If there is a financial hardship in the family, the parent/guardian should contact the principal to request a financial assistance application. After the parent/guardian has completed the form, they are to send it back to the Principal. The Principal will send the form to the School's Business Office and the Business Office 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 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.

Personal Items

The School will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for ACS, 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. ACS shall not be responsible for any items lost or damaged while in its possession.

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 that the student has damaged or destroyed. Students who have outstanding fines may be prohibited from all non-required activities (i.e. athletics, dances, parking, field trips, etc.)

ACS Return/Refund Policy

Returns

To be eligible for a return, your item must be unused and in the same condition that you received it. It must also be in the original packaging. We can not offer a refund or exchange if 10 calendar days have passed since your purchase date. To complete your return, we require a receipt or proof of purchase.

Refunds

Once your return is received and inspected, we will send you an email to notify you that we have received your returned item. We will also notify you of the approval or rejection of your refund. If you are approved, then your refund will be processed, and a credit will automatically be applied to your credit card or original method of payment, timing of the refund on your credit card depends on processing institutions' timelines which are outside of our control.

Refunds will not be issued for lunches missed due to student absences or school closures, including weather-related closures.

Refunds will not be issued on non-refundable items, such as personalized or custom-made items, perishable goods, or items that have been used or damaged.

Refunds are only issued for regular priced items, sale items cannot be refunded.

Refunds will not be issued for field trips, school activities, school donations, before or after school payments, or fundraisers when the refund is requested due to withdrawal, change of mind, or absence.

Exchanges

We only replace items if they are defective or damaged. If you need to exchange it for the same item, send us an email at (**frontdesk@alamancecommunityschool.net**) to request an exchange. To exchange your product, you should first attempt to return and exchange your item in person at the school. If you are unable to do this, then mail your product to **Alamance Community School, 195 Kronbergs Ct, Haw River, NC 27258**. If the exchange is related to an apparel or other branded item, please check with the school to determine if the item is available for exchange.

Shipping

To return your product, you should first attempt to return your item in person at the school. If you are unable to do this, then please mail your product to **Alamance Community School, 195 Kronbergs Ct, Haw River, NC 27258**. You will be responsible for paying for your own shipping costs for returning your item. Shipping costs are non-refundable.

Depending on where you live, the time it may take for your exchanged product to reach you may vary.

If you are shipping item(s) over \$75, you should consider using a trackable shipping service or purchasing shipping insurance. We can't guarantee that we will receive your returned item and are not responsible for such items.

Student Deliveries

To protect the integrity of the classroom environment, we do not accept the delivery of flowers or gifts for students in the main office. In addition, every effort should be made to refrain from dropping off forgotten items. We believe in encouraging student responsibility and would encourage parents not to come back to the school with forgotten items unless absolutely necessary.

Fundraising

Purpose: To provide parameters to ensure all fundraisers conducted at School are directly related to assisting ACS and/or enhance learning opportunities.

In order to foster an environment that is focused on learning and student growth, ACS will only allow fundraisers that are directly related to school improvement, school community development or learning enhancement.

Approval: All fundraisers must be approved by the school administration prior to implementation.

Frequency: There may be no more than two school-wide fundraisers conducted each semester of the school year.

Purposes of Fundraising: The following are acceptable fundraising purposes:

- Fundraisers where proceeds go directly towards enhancing ACS facilities or other budget needs.
- Fundraisers where proceeds reduce field trip costs or other student costs as they pertain to school-related opportunities.
- Fundraisers for charities or causes will only be conducted if there is a direct tie to a school service project in which ACS students are involved.

Restrictions: The following are to be avoided in the context of any ACS fundraisers:

In the instance of approved school fundraisers, students and staff may not be required to participate in selling any type of product.

Donors Choose and Internet/Social Media/Crowdsourcing Policy

All fundraising, grants and monies intended to be raised for School, or any classroom, activity, athletics or club or project, through organizations such as Donors Choose or any like organizations or other internet/social

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media/crowdsourcing must be pre-approved by ACS. Please contact the Principal and only the Principal and Managing Director has the authority to approve such requests. If the project is for technology or equipment, the technology will remain with ACS if and when the teacher leaves.

Volunteers

The staff at ACS welcomes volunteers! Parent volunteers are very important to the success of our school. One way to volunteer is through our Parent Teacher Organization (PTO). The PTO sends out information about volunteering and events through our weekly newsletters, Facebook page, and special fliers. All volunteers must adhere to the volunteer requirements outlined below as per our Volunteer Policy. Volunteers must sign in at the front office and a volunteer visitor badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook.

A volunteer is anyone who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis at ACS or ACS activities. ACS 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 ACS and the health and safety of our students and teachers. Volunteers in large group functions may not be subject to all of the same requirements to serve.

1. All Volunteers & Visitors to ACS are required to sign-in at the front office using the Ident-a-Kid kiosk by presenting their photo ID which screens all visitors and volunteers against the national sexual offender database, banned person list, in addition to monitoring custody issues when visitors check-in.
2. All volunteers at ACS are required to:
 - a. Have a Sex Offender Registry Check on file dated within the last two calendar years.
 - b. Have a background check performed through ACS's third party vendor on file dated within the last two calendar years.
 - c. Comply with this policy.
3. The Principal or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at the school. All administrative staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at ACS.
4. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.
5. The Principal or his/her 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 ACS. The Principal will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Principal 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 Principal shall document the decision.
6. All volunteers must report directly to the school office when they arrive and should sign in. The school office will provide an official badge identifying the volunteer that must be worn at all times.
7. 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.

8. Volunteers work in partnership with, under the supervision of, and at the request of ACS administration and staff. Volunteers are expected to abide by all Board policies, procedures, and ACS rules when performing their assigned responsibilities. The Principal or his/her designee shall make volunteers aware of all applicable policies, procedures, and rules at the Volunteer Orientation before they begin their first volunteer assignment.
9. 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 situation, it must immediately be communicated to someone in authority at the school.
10. Volunteers shall not use information learned or acquired in the course of volunteering for any reason other than in furtherance of their volunteer efforts at the school. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than for the purpose of serving as class parent.
11. Volunteers are to serve as positive role models. ACS volunteers must always:
 - a. Use appropriate language
 - b. Dress appropriately
 - c. Discuss age-appropriate topics
 - d. Refrain from inappropriately touching students
12. Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.
13. Volunteers are prohibited from administering medications of any kind to students.
14. Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of ACS personnel.
 - a. Volunteers are expected to be prompt and dependable. Volunteers should notify the school office if an illness or emergency prohibits them from attending a volunteer assignment.
 - b. Volunteers may not take students off school property without the written permission of parents and school personnel.
 - c. Volunteers must leave children not enrolled at ACS at home when volunteering.

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

Visitor's Policy

All visitors must schedule their visit with the classroom teacher and must sign in at the front office using a valid ID. All visitors are required to wear a visitor badge while on campus. Unexpected visits disrupt classroom instruction and routines, student attention shifts away from the assigned task, dynamics change, and the teachers may have to refocus the lesson.

Once a visitor has checked in they will then be escorted to their destination. All visitors must abide by the policies set forth in the ACS Parent-Student handbook at all times.

Sometimes parents/guardians ask to observe in a classroom. To observe a class, a parent/guardian must make an appointment directly with the Principal or the Assistant Principal to visit a class for this purpose.

Visitors

Parents, grandparents and siblings are welcome to join the student during lunch on designated days. The child's teacher will communicate the days of the week that are open for visitors during lunch. Visitors and volunteers should notify the teacher if they plan to visit so they can plan accordingly and/or let them know of any changes to their daily schedule.

Lunch & Snack Information

Class Parties, Birthdays, & Project Celebrations

At ACS, we want to be inclusive, not exclusive. We have students and staff from many different cultures and religions. Classes may have a winter and an end of year party. These parties will not have holiday themes. Teachers may address various holidays if it is addressing a specific curriculum standard.

Our primary focus should be our end of trimester Project Celebrations which celebrates everyone's beautiful work.

Guidelines and Information for Snack and Lunch Time

- Classroom Birthday celebrations will occur during lunch. This needs to be pre-arranged with the classroom teacher and the teacher will communicate this with the Principal, Assistant Principal, and the front desk.
- Celebrations are **not** to include food items unless requested by the teacher. Some non-food item ideas may include: party favors- bouncy balls, matchbox cars, erasers, tops, etc.; an autograph book where students can write/draw something kind for the birthday friend; a parent can sign up to read a book to the class; gift the whole class something, such as a book, a game; have lunch with your child.
- Parents and students are encouraged to pack a healthy lunch and snack.
- Families may order a hot lunch from various vendors via My Hot Lunchbox
- When a caregiver brings an outside lunch for their student, drinks must be provided in a spill-proof container. Examples include reusable water bottles, individual milk bottles, juice "boxes" and single-use bottled waters. Traditional fast food cups with lids and straws are particularly prone to spilling and making sticky messes and will therefore not be delivered to classrooms. In an effort to encourage healthy lifestyles and limit excessive sugar and caloric intake, sodas, sweet tea, sport drinks, and the like are highly discouraged during the instructional day.
- All students are encouraged to bring a water bottle and fill up at the water fountains &/or bottle filling stations.
- All food sent in or brought in by parents for the class must be purchased at the store and include an ingredients and allergy label and must also be nut free.
- 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.
- A student must have permission to drink anything other than water in a bottle and eat/chew gum in a classroom.
- Students are not permitted to drink or have open containers, eat or chew gum in unauthorized areas and/or times of the school day. There are unauthorized areas in all buildings. They include all hallways and stairwells, the elementary gym, the middle school gym, all music rooms, and lobbies/reception areas.
- A student may drink from a water bottle throughout the day, but should not eat/chew gum during instructional time, unless given permission by the teacher. Instructional staff will determine the time and locations for snack and lunch in accordance with the daily schedule.

Food Delivery Services and Forgotten Lunches

Food Delivery Services

At Alamance Community School, the safety and well-being of our students are our top priorities. In light of recent observations, we have decided to reinforce our policy regarding food delivery services, such as DoorDash and Uber Eats for students during school hours.

Parents/guardians will not be permitted to use these services for their students while they are on campus. This decision is driven by several important factors:

1. **Safety Concerns:** Allowing food deliveries to the school can create security risks. Unfamiliar individuals entering our campus potentially threaten student safety. By minimizing external entries, we can better ensure a secure environment for all students.
2. **Time Management:** Food deliveries during school hours can disrupt the educational process. Students may miss valuable instruction time waiting for their orders, affecting their academic performance. Additionally, the logistics of managing multiple deliveries can become a distraction for our staff and take time away from their primary responsibilities.

We understand convenience is important, but maintaining a safe and focused learning environment is paramount. We encourage students to bring lunches from home or utilize the school's hot lunch services.

Forgotten Lunches and Process

The door to the front office from the enclosed foyer should be closed and locked, as much as possible. Therefore to improve safety and minimize disruptions, if your student forgets their lunch, we have placed a shelf in the enclosed foyer for parents/guardians to place their student's lunch.

Below is the new forgotten lunch process:

1. Please ring the bell located at the front door of the main building.
2. Someone in the front office will buzz you into the enclosed foyer. If you are dropping off a forgotten lunch, you no longer need to enter the front office.
3. Use the post-its and sharpies that are provided to clearly label your student's lunch with their name, grade level, & teacher's name.
4. Place your student's lunch on the correct shelf that corresponds with their current grade level shelf & exit the building.
5. Email the student's homeroom teacher to let them know to expect your child's lunch
6. Right before lunch, lunch helpers will collect all of the lunches and deliver them to the students.

Given the large number of forgotten lunches that are dropped off each day and the amount of time it takes to deliver the forgotten lunches, the best way to ensure that your student eats on time is to pack and send a lunch with your student each morning or order a lunch from the hot lunch vendor.

Free and Reduced Price Lunches

All ACS Families MUST complete the yearly ACS Data Income Form for each student you have enrolled at Alamance Community School. ACS is required by the North Carolina Department of Public Instruction to report bulk household income data. This household income information data is also used to qualify our school for substantial discounts on our telecommunications services through the Federal Communication Commission (FCC) E-Rate Program. ACS offers a hot lunch every school day. Some students may qualify for free meals or for reduced price meals. Therefore, how a family completes the ACS Data Income Form will dictate who will receive the ACS Household Application for Free and

Reduced Price School Meals. This process was established for the 22 - 23 school year and the application is endorsed by the USDA.

The ACS Household Application for Free and Reduced Price School Meals will determine if a child is eligible for a Free or Reduced Price Lunch through the ACS Free and Reduced Lunch Program. ACS works with My Hot Lunchbox who contracts with various vendors, such as La Fiesta and CiCi's Pizza, to provide our school a hot lunch option each day. More information about the lunch vendors will be sent in late July. We do ask that you send your child with a water bottle to be filled at the water filling stations.

Instructions are provided at the end of the 2022 - 23 ACS Data Income Form for requesting consideration for the ACS Free and Reduced Lunch Program. If you check "Yes" at the end of the form, you will be sent information about the ACS Free & Reduced Lunch program, in addition to a detailed ACS Household Application for Free and Reduced Price School Meals in late June. You may be asked to provide income verification. If a new Free and Reduced Lunch form is submitted during the same school year, income verification documentation will be required and you will be required to complete the ACS Household Application for Free and Reduced Price School Meals. Any questions about qualifying for free or reduced lunch assistance provided by Alamance Community School should be directed to frontdesk@alamancecommunityschool.net.

The Principal and/or their designee shall review all applications for free or reduced-price meals and determine eligibility. Eligibility forms are to be signed by the Principal or designee.

Academic Standards, Curriculum, & Grading

Academic Honesty

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

Curriculum

Alamance Community School will follow the NC Standard Course of Study <http://www.dpi.state.nc.us/curriculum/> for English Language Arts, Mathematics, Science and Social Studies. These standards outline state, national, and international benchmarks for achievement for all students. Teachers at ACS help students realize these achievement goals through research-based and developmentally appropriate methods and best practices in education. Effective classroom instruction in all subject areas at all grade levels includes the use of small group activities, project-based learning, classroom workshops, integrative units, authentic experiences and reflective and formative assessments.

Literacy/Reading Block

ACS will use the NC Standard Course of Study in Reading and follow the Reading Workshop Model from Teachers College at Columbia University and will use the Fountas and Pinnell *Guided Reading Mini-Lessons Book* in addition to the Fountas and Pinnell Phonics & Word Study, Heggerty's Bridge to Reading (K-1st), and Interactive Read Alouds. We will also utilize Pioneer Valley's Literacy Footprints Phonics and Guided Reading resources. In Reader's Workshop, students will develop strong reading skills through the use of: Mini-lessons, Small guided reading groups, Read alouds, Conferencing, Independent reading, Literature response, Purposeful share, and Literacy workstations.

Writing Workshop

ACS will use the NC Standard Course of Study in Writing and follow the Writing Workshop Model from Teachers College at Columbia University. In Writer's Workshop, students are invited to live, work and learn as writers. Students learn writing craft techniques and to observe their lives and the world around them while collecting, drafting, revising, editing, and publishing. Students are given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback. Feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching.

Math Workshop

We will use the NC Standard Course of Study in Math and follow a Math Workshop Model. We will pull from multiple resources to meet the math standards, including ZEAR, Exemplars, VersaTiles, *Math in Practice* by Sue O'Connell, math talks, math tasks, NCTools4Teachers, and the NCDPI math resources. First, students will have a math mini-lesson. Next, students rotate through math workstations, including a small-guided math group with the teacher on the student's instructional level.

Project Based Learning/PBL

Project Based Learning/PBL at ACS can take many forms. All of our extensive grade level projects will be aligned with the NC Essential Science and Social Studies standards and encompass many subject areas, connecting multiple fields of thought, and span most of the trimester.

Other projects might be a "passion" project, a topic that the teacher and students want to investigate further. "Passion" projects are usually a couple of weeks in length. Field experiences (field trips) and guest experts are key components in Project Based Learning (PBL) and are a part of ASC's project work curriculum. All projects, however, offer rich educational experiences in which children are engaged in meaningful work that matters to them through tasks and inquiries designed to meet educational standards. Meaningful projects have several key components:

- ❖ A need to know that provides an authentic reason for learning
- ❖ A driving question to focus investigations and provide purpose and challenge
- ❖ Student choice among options for learning and presentation
- ❖ 21st century skills including collaboration, critical thinking and technology
- ❖ Opportunities for inquiry and innovation
- ❖ Opportunities for achieving best work through feedback, revision, and reflection
- ❖ Public exhibition of work

Through these experiences, students practice and develop the habits of mind and characteristics of life-long learners including persisting, thinking flexibly, striving for accuracy and precision, questioning and posing problems, creating, imagining and innovating, and thinking interdependently.

Responsive Classroom

At ACS, we will use a system of classroom management called Responsive Classroom (RC). RC's main goal is promoting optimal student learning and creating a caring community of students and staff. It is a research-based program that shows students learn best when they feel safe, challenged, and happy. The main components of RC are Morning Meeting, Hopes and Dreams, Rule Creation, Guided Discovery, and Logical Consequences. During the first six weeks of school, students spend time learning the rules, routines, and procedures that will foster our students as independent learners and will help our classrooms run smoothly. Morning Meeting is an opportunity to connect with classmates and build a strong classroom community. Morning Meeting, students will gather on the carpet and have time to greet each other and share any news they might have. In addition, students will work together to create a set of classroom rules that encourage responsibility and kindness. When children are involved in setting the standards for their classroom behavior, it is more meaningful to them. Guided Discovery allows students to explore new materials and classroom activities in an organized fashion, under the guidance of the teacher. The use of Guided Discoveries will help to make sure that students know how to properly care for materials in their classroom. Sometimes students make choices that are not acceptable. When this happens, we will use Logical Consequences; we will respond to the student's misbehavior in a way that encourages the student to correct the situation and learn from their mistakes without losing their dignity.

Specials & Middle School Electives

Students in Kindergarten - Fourth Grade rotate through specials' classes to gain exposure to other disciplines and enrich their experiences. Specials are: Art, Music, PE, STEM, and Global Connections.

Middle School Students in Fifth - Eighth Grade have the opportunity to select two electives from a wide variety of elective offerings each trimester.

Teacher/Class Requests

Every year, we get many questions about class requests for the upcoming school year as students move from one grade to the next. Our primary consideration in developing class lists is balance. We look at the students that are moving into or leaving each class, and attempt to balance it with regard to grade level, gender, ethnicity, economic diversity, academic and behavioral needs, student relationships, etc. This is a collaborative process involving teachers and administrative staff. Often there are many unknowns, especially new students who will be joining us in August. Efforts to honor a request make achieving the right balance more difficult. Multiple requests in a given classroom make the task even more complicated. Families are not aware of all issues as to placement and can't be told for reasons of confidentiality. For the reasons given above, we strongly discourage classroom requests as we will not be able to meet those requests in most instances.

Grading

The policy of ACS is to strive for a consistent and fair evaluation of each student. To ensure the effectiveness of the policy, ACS believes that students' grades should reflect their academic performance. While attendance and behavior may influence a student's learning, they should be reported separately and not a part of the student's grade.

Teachers shall compare each student's performance against the standards and not against the performance of others. All assessments and assignments shall be aligned with the standards outlined by North Carolina's Department of Public Instruction. On-going assessments drive instruction. These assessments are tools that guide teachers in their

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efforts to make instructional decisions, differentiate instruction and promote student learning at the highest level. ACS teachers use a variety of assessment techniques including project rubrics, performance-based tasks, anecdotal notes based on oral discussions and/or written responses, cooperative group work, homework, portfolios, and the more traditional paper-and-pencil assessments.

All Kindergarten - Eighth Grade Report Cards are issued 3 times per year at the end of each Trimester which is approximately 12 weeks long. Progress Reports are distributed at the mid-point of the Trimester (every 6 weeks). All Report Cards will be completed via Infinite Campus.

ACS will host a fall and spring parent conference day to discuss and review individual student progress.

Parents/Guardians of students with Intervention Plans must be informed every 6 weeks to discuss student's progress toward their goals.

Parents/Guardians of students with disabilities in the Exceptional Children's Program must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of an EC student is reported and included in the student's IEP.

Kindergarten - Fourth Grade

Kindergarten – Fourth Grade students will not receive traditional letter grades on their report cards. However, they will receive a Standards Based Report Card. A Standards Based approach allows parents and students to understand ACS's educational program more clearly, as well as strategies to support student success. Traditional grades often measure many different factors - how well students do in comparison to their classmates and/or how well behaved they are in class. Standards based evaluations measure how well an individual student is doing in relation to grade level standards and skills, not the work of other students. Teachers use the results of the on-going assessments, classwork, rubrics, and homework to determine a student's present level of performance and in relation to the mastery of grade level content. The report cards will provide meaningful and relevant information, detailing each student's social/emotional and academic development.

Homework

ACS teachers provide appropriate homework to reinforce the skills that have been taught at school. Homework is to be independent practice of what was learned that day/week and there will be on average up to 30 min. per night for students in grades 1st - 4th grade plus reading for 20 min. In Kindergarten, students should read or be read to 20 minutes per night, in addition to practicing math &/or literacy skills for 10 - 15 minutes.

Students are assessed in English Language Arts, Math, Project Work (Social Studies/Science), and Character Development. K - 4th Standards Based Grades will reflect **four** levels of performance.

ACS will utilize the assessment scale listed below for report cards:

4: Above and Beyond Grade Level Expectations - Student is exceeding grade level expectations with consistency and accuracy.

3: Consistently Meets Grade Level Expectations - Student is meeting grade level expectations with consistency and accuracy.

2: Progressing Toward Grade Level Expectations - The student is approaching and occasionally meeting the

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standards for the current grade level.

1: Concern/ Limited Progress - The student has not yet met minimum level standards and this is a concern.

Middle School (Fifth-Eighth Grade)

Schedule Changes

Only requests related to schedule errors or earning high school credit will be considered. The requests will be reviewed, and any schedule changes will be made based on the academic rationale for the requested change, student data, and space availability in the requested class.

Grading

Fifth- Seventh Grade Students will receive letter grades based on the scale below:

90 - 100: A

80 - 89: B

70 - 79: C

60 - 69: D

59 & Below: F

The following grading parameters for 5th, 6th, 7th, and 8th Grades will be followed by ACS.

Homework

ACS teachers provide appropriate homework to reinforce the skills that have been taught at school. Our homework is to be independent practice of what was learned that day/week and there will be on average up to 60 min. per night.

Make-up policy

When a student is absent, the student has 3 school days to turn in missed work upon returning to school. The day the student returns to school is Day 1 of the 3 days.

Late work

Students have 3 days after the due date to turn in work. Each day the work is late, 10 points will be deducted from the grade.

Test Corrections

The goal of assessments is for students to show mastery of the learned material. Students may be given opportunities to earn extra points for test corrections after a review and discussion of the content.

Teachers will determine the % of the grade for each assignment and provide students and/or parents with the percentages.

If homework is a component of the grade, it will be 10% of the grade.

Class participation (not classwork) related to the content not the behavior of the student is no more than 10% of the final grade based on whether or not the teacher includes participation in the grading rubric.

When completing team/group assignments, students shall not be penalized for the incomplete work of others. In some situations, the student could receive a group grade and an individual grade. Teachers will determine whether they assign a group and individual grade.

The final grade may include tests, quizzes, projects, group work, labs, research papers, homework, class participation, classwork, etc. The rubric is for the school year. The rubrics vary depending on the subjects. Elective teachers have also created rubrics for their subject.

Student Promotion Policy

Students at ACS are required to meet applicable promotion standards. Promotion decisions are based upon multiple criteria as mandated by current state law and State Board of Education policies. What follows is a summary of processes reflective of required standards. In the event these procedures and state policy differ, state regulations will take precedence. North Carolina General Statutes § 115C-83.7., § 115C-83.9

Promotion decisions shall be based on promotion criteria as defined by current State Board of Education policy. The Principal has the authority to promote or retain students in accordance with state and the school's promotion standards. North Carolina General Statutes § 115C-83.7., § 115C-83.8, § 115C-83.9, § 115C-105.41

The Principal's decision is to be data based using multiple criteria including benchmark and summative assessments (local and state), portfolios and artifacts in order to support promotions and retention decisions, in addition to a student's attendance and developmental levels and social-emotional development. The sole use of state and/or federal mandated assessment results for promotion decisions is prohibited.

Multi-Tiered System Support (MTSS) Team

If a teacher has a concern about a student's academic progress, behavior, social-emotional growth, and/or attendance/tardies, they will bring the concern directly to the Student Assistance Team, which is also called the Multi-Tiered System Support (MTSS) Team. The MTSS Team includes the MTSS Coordinator, School Counselor, Curriculum Director, the Principal, Assistant Principal, Social Worker, general education teachers, teachers that specialize in other areas, and the Managing Director and/or his/her designee. This team of individuals meet to analyze data, determine solutions to problems, and meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students.

The MTSS Team will discuss the teacher's concern and will then create an intervention plan with research-based, targeted interventions to address the concerns. The teacher will communicate, in writing, the details of the plan with the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the MTSS team. If necessary, the teacher, parent, student and MTSS team will meet to discuss the details of the student's academic progress and additional interventions will be put in place. A parent/guardian notification will be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive.

Student Retention Policy

Students at ACS are required to meet applicable promotion standards. Promotion and retention decisions are based upon multiple criteria as mandated by current state law and State Board of Education policies. The goal is for all

students to master the grade level material each year. The teachers at ACS will be responsible for assessing each student throughout the school year in order to track their progress towards mastery and keeping records of such progress.

Any student being considered for retention must have already been referred to the MTSS Team. At the end of the school year, the Principal will review all of the data in the student's file and a final decision will be made about promotion or a "gift of time" (retention) for 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 their child's third grade teacher, the Curriculum Director, or the Principal.

The Principal has the authority to promote or retain students in accordance with state and the school's promotion standards. North Carolina General Statutes § 115C-83.7., § 115C-83.8, § 115C-83.9, § 115C-105.41

State Testing & Accountability

All ACS staff will follow the ACS Testing Security & Materials Policy and Plan. All ACS students in grades 3-8 will take the North Carolina required state tests. These tests include the following:

3rd Grade- Beginning of Grade test (BOG) for reading

3rd-8th Grades- End of Grade tests (EOG) for reading and math

5th & 8th Grade

- Science EOG
- Math I EOC (if applicable)

Exceptional Children (EC)

The mission of the ACS Exceptional Children's Department 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, ACS offers a free, appropriate public education to each of its students with special needs. 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.

EC Services

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.

Individualized Education Plan (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>

If you are new to ACS and your student has an IEP, please contact the Kindergarten - Third Grade EC Facilitator, Chace Simmons, at csimmons@alamancecommunityschool.net or the 4th - 8th Grade EC Facilitator, Kylene French, at kfrench@alamancecommunityschool.net.

EC Promotion & Retention Guidelines

In order to be promoted to the next grade level, a student identified with a disability who is enrolled in an Exceptional Children's program must meet the School's performance indicators for the grade level in which he or she is enrolled.

An EC student's Exceptional Children's teacher and their General Education teacher have the primary responsibility for determining the student's present level of performance and achievement. In all cases, the IEP Team must work to reach consensus.

A school principal may, upon recommendation of the student's instructional staff and consensus of the IEP Team, determine that a student has satisfied the School's promotion requirements.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- previous retention history
- current goals and objectives on the student's IEP
- social/emotional development & behavior
- attendance & tardies
- placement and a possible change in the current placement
- grades
- current accommodations/modifications &
- service delivery

State law prohibits social promotion for any public school student, including EC students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion."

With specific reference to EC students, the law exempts students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

EC students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements.

Likewise, EC students must meet the School's and/or state's performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:

- a student's demonstrated cognitive ability
- a student's behavior prevents the student from completing required class work and achieving the North Carolina Standard Course of Study and State Essential Standards, even with appropriate and allowable class work modifications.
- a student is unable to apply or use academic skills at a minimal competency level in the home or community

Each student's IEP must address the student's priority educational needs, including the student's below grade level performance. When an IEP Team determines that an EC-eligible student is not progressing towards the goals of their IEP, the IEP Team shall be convened to review and possibly amend the IEP.

Child Find

ACS has established procedures that ensure that all children regardless of their circumstances and severity of their disability who are in need of special education and related services, are identified, located, and evaluated. ACS will abide by the following procedures:

1. Classroom teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability.
2. Teachers, administration, and parents will join together to create an individualized student success plan that will provide interventions at the classroom level with the goal of addressing any deficiencies the student may have. After 4 weeks, these interventions will be assessed.
3. If the team determines that the interventions put in place were successful, then the Success Plan will continue and the student's success will continue to be monitored.
4. If the initial interventions are not successful under the Success Plan, the team will move to more intensive research-based interventions under the Student Assistance Program (SAP). If these more intensive interventions do not contribute to improved student achievement it may be determined that the student will need to be evaluated for Special Education services.
5. ACS will utilize the services of a licensed Psychologist to administer the various evaluations that identify learning disabilities. Based on the written evaluation of the Psychologist, the IEP team will determine if the student qualifies for Special Education services.
6. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for Special Education services he/she may or may not be referred for 504 services.

The child find procedures also apply to children with disabilities with varying living circumstances including those who are highly mobile, migrants, and/or homeless.

**If a parent verbally requests an evaluation (also known as a parent referral to special education); staff should advise the parent to make the request in writing and send it to the student's teacher, the MTSS Coordinator, Erica Moyer, and the EC Facilitators, Kyleene French & Chase Simmons.*

BOARD APPROVED ON: 6.19.25

**Upon receipt, the EC Facilitator will schedule the IEP Team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.*

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.)

If you are new to ACS and your child has a 504 Plan, please contact the Counselor, Scott Tribotte, at stribotte@alamancecommunityschool.net.

Services for Academically or Intellectually Gifted Children

ACS utilizes a differentiated curriculum model for all students. By implementing project based learning, a workshop model in reading, writing, and math, having small guided reading and math groups based on a student’s instructional level in reading and math, individual writing conferences that focuses on each student’s needs in writing, in addition to the differentiated literacy and math work stations, the ACS teachers are able to meet every student’s individual needs within the classroom. Therefore, ACS does not have a formal AIG program.

Student Records

All student records shall be up-to-date and shall be maintained with appropriate measures of security and confidentiality. ACS abides by the Family Educational Rights and Privacy Act of 1974 (FERPA) with regard to the procedures for inspection, review and disclosure of student records as set forth in 20 U.S.C. § 1232g, 34 C.F.R. Part 99.

Records protected by this policy include any recorded information directly related to a student and maintained by ACS. Student records do not include the records of school personnel that are in the sole possession of the maker and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record.

The official record shall contain, as a minimum, adequate identification data including date of birth, attendance data, grading and promotion data, and such other factual information as may be deemed appropriate by the ACS board. The official record of each student enrolled at ACS shall be permanently maintained in the files until after the student graduates, or should have graduated, from high school. Student official records will also contain any notice and notice of any suspension of more than 10 days (long-term suspension) or exclusion and the conduct for which the student was suspended or excluded. Each student's official record also shall include notice of any long-term suspension or expulsion imposed pursuant to G.S. 115C-390.7 through G.S. 115C-390.11 and the conduct for which the student was suspended or expelled.

The Principal shall expunge from the record the notice of suspension or expulsion if the following criteria are met:

- the student graduates from high school or is not suspended or excluded during a two year period following the student's return to school after the suspension or exclusion;
- the Managing Director and Records Coordinator determines that maintenance of the record is no longer required to maintain safe and orderly schools; and,
- the Managing Director and Records Coordinator determines that the maintenance of the record is no longer needed to adequately serve the student.

The Principal shall expunge a notice of long-term suspension or exclusion from the student's record if all of the above criteria are met and a request for expungement is made by a parent, legal guardian, custodian, student who is at least 16 years old or student who is emancipated. Additional rights of parents and eligible students concerning a student's special education records are explained in the Handbook on Parents' Rights and the North Carolina Policies Governing Services for Children with Disabilities.

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

Student Records Request & Withdrawal Procedures

North Carolina Public Schools, along with ACS, use an electronic Student Information System. When withdrawing a student from ACS, parents must first contact the school office and complete the ACS Student Withdrawal Form. Next, once a student is registered to attend another school, a request is sent to ACS from the new/receiving school and records are released directly to the school. Once we receive a student record request, the student is removed from our enrollment.

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 he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. ACS is 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. ACS may charge a fee for copies.

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

Generally, ACS 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 ACS 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.

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

ACS employees, contractors and volunteers are exposed to confidential information daily. Information concerning children and their families should be treated as confidential information, including personally identifiable information from students' education records. The ACS staff with access to this information do not have the right to give this information to anyone who does not have a legitimate professional reason for access. Teachers or other staff members can be held liable for the individual release of information. Staff members are not permitted to discuss information about their students in open areas or where parents or other students have access. Anything said in meetings discussing students is considered confidential.

A student's name should not be placed in the subject box of an email. Their names should also be treated as confidential. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

If you have questions regarding FERPA or have received a request for educational records, please contact the Administration. See FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Right to Know Under the Every Student Succeeds Act

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

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

The Protection of Pupil Rights Amendment

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

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

ACS will both directly notify parents 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

Emergency Contact Data

Every family must complete the Emergency Information form during the first two weeks of school. Please communicate any changes to the information throughout the year by emailing the front desk administrator with changes.

The Emergency Information form includes the following information:

- Home address
- Home phone number
- Alternate phone numbers (work, cell)
- Names and phone numbers of people we are authorized to contact in case of an emergency
- Names and phone numbers of people who are authorized to pick the student(s) up from school, and their relationship to the student

School Attendance

At ACS, every day is essential to the learning process; therefore we encourage every student to be at school every day. Students are responsible for collecting and making up any work that they missed while they were out of school. Parents may arrange to either pick up work in advance of a planned absence or can come by the school after an absence to pick up the child's work.

Compulsory Attendance

Every parent/guardian or other person of a child between the ages of 7 and 16 years enrolled at Alamance Community School, or a child younger than seven if enrolled in school, shall cause such child to attend school continuously for a period equal to the time which ACS shall be in session. No person shall encourage, entice, or counsel any such child to be unlawfully absent from school. The parent/guardian or custodian of a child shall notify the school of the reason for each known absence of the child.

Lawful Absences

All students are required to meet the attendance standards as outlined in the NC General Statutes Compulsory Attendance Law, NC State Board of Education Policies -

https://www.ncleg.net/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-378.html

Excused Absences

Students are expected to attend class each day and be on time. We understand that there are circumstances that may prevent a student from attending class. Absences must be documented and lawful in order to be considered excused. Parents should inform the school of their child's absence by completing the "ACS Student Absence Form" by 9am daily for all absences. If a medical care provider has provided an excuse note for the student's absence, that may also be provided to the school upon the student's return or uploaded through the Absence Form. The Absence Form must be completed for each day the student is absent. If an illness requires a student to be absent for two days, then two forms would be submitted. At any point in the year that a student's excused absences are for an illness or injury, the Principal may require a statement from the student's physician in order to excuse future absences.

An absence may be excused for the following reasons:

- Personal illness or injury that makes the student physically unable to attend school
- Isolation ordered by the State Board of Health
- Death in the immediate family
- Medical or dental appointment
- Participation under subpoena as a witness in a court proceeding
- Observance of an event required or suggested by the religion of the student or the student's parent(s) with written prior approval from the principal
- Participation in a valid educational opportunity with prior written approval by the principal
- Extended illnesses with a supporting statement from a physician
- Inclement weather
- Unique military-connected family circumstances such as a deployment with prior approval

Unexcused Absences

Any absence not meeting the requirements of an excused absence shall be an unexcused absence. This includes, but is not limited to:

- Any absence not classified as excused above.
- Any absence as excused above for which proper and timely notification is not furnished to the school administration.

Parents will be contacted by the student's teacher when the student has accumulated two (2) consecutive unexcused absences without communicating with the teacher or front office in a school year.

Excessive Absences

School administrators and teachers track student attendance in Infinite Campus. Parents should monitor their child's attendance and ensure that students do not accumulate excessive absences. Both excused and unexcused absences count towards student attendance. Failure to meet minimum attendance policies may jeopardize a student's ability to participate in sports or promote to the next grade.

Parents will be contacted by the school administration by phone and email after not more than six (6) consecutive unexcused absences that they may be in violation of the Compulsory Attendance Law.

When student absences, excused or unexcused, reach ten (10) in a year in grades K-8, the Social Worker will contact the family to schedule a meeting with the parent/guardian.

Students in grades K-8 who are absent **more than twenty (20) days, excused and unexcused**, during a year shall be referred to an **Interdisciplinary Attendance Committee which will consist of the:**

- Principal &/or Assistant Principal
- Counselor &/or Social Worker
- Current Classroom Teacher/s

Optional Committee Members could include:

- Previous Classroom Teachers
- Curriculum Director

The committee along with the parent/guardian will discuss the student's current level of academic performance, social/emotional development, and behavior concerns, if any. They will develop a plan with the parent/guardian and student, if appropriate, to immediately decrease the number of absences to minimize the negative impact that excessive absences have on a student's academic, behavior, and social/emotional development. The goal for the plan is to ensure the student makes the academic, behavior, & social/emotional growth to be ready for the next grade level at the end of the school year.

The committee will also discuss possible action steps if the student has not made the academic, behavior, and social/emotional growth needed to progress to the next grade level.

Grades K – 8: Number of Absences

Absences	Action to be Taken
0-4 Total Unexcused Absences	No Action
5-9 Total Unexcused Absences	Letter sent home
10+ Total Absences (both excused and unexcused)	Letter sent home and Intervention conference with parent/student and School Social Worker
20+ Total Absences (both excused and unexcused)	Letter sent home and Required conference with Interdisciplinary Attendance Committee and discussion regarding potential action in court for truancy violations, as well as involvement of the Department of Social Services

***Attendance affects Athletics eligibility. Please see the Athletics section of the handbook for further clarification.**

Student Chronic Absenteeism

Student chronic absenteeism is a risk factor for adverse student outcomes. "Student Chronic Absentee" is a student who is enrolled in a North Carolina public school for at least 10 instructional days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year. Student chronic absenteeism refers to missing an excessive number of instructional days, for any reason— excused, unexcused, disciplinary – that a student is at risk of falling behind.

Daily Attendance

To be marked present for the day, a student must be present for 50% of the day. However, attendance to each class may affect whether or not a student receives credit for the course (see the “Ten-Day High School Attendance Policy, below).

Doctor's Notes Requirement

Students who have missed more than 10 days of school (excused and unexcused combined), must provide a doctor's note. The note should be given to the homeroom teacher within **3 days** after the appointment.

The Ten-Day High School Attendance Policy

(This policy is in place to clearly identify the School's policy for dealing with a middle school student taking a high school level course and is interested in dropping a course after the School year has begun.) *A high school course consists of ninety (90) class meetings. The following shall result in denial of credit for a high school course: Ten (10) unexcused absences; Twenty-three (23) overall absences.*

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 unless the teacher or an administrator determines that extenuating circumstances would support an extension of time. At the elementary level, the teacher will work with the student and the parent to make up missed assignments, quizzes and tests and complete them within a specified time period. Generally, no homework assignments will be given out prior to a student's pre-planned absence (i.e. trips). Students who are absent due to a suspension from school will be provided an opportunity to complete work and take any tests that were missed.

At the middle school level (5th - 8th Grade), the student is responsible for finding out which assignments, quizzes and tests were missed and completing them within the specified time period. Also, any student with 20 or more absences in one or more classes during a school year is subject to failure of the grade. For high school level coursework, any student with 10 or more absences in any class in a school year is subject to failure of that class. If the Principal determines that retention or failure of a high school course 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 the Principal's decision pursuant to the School/Parent Grievance Procedure.

Excused & Unexcused Tardy/Early Departure Policy

Students are expected to arrive at school on time. Students are considered tardy if they are not in their classroom by the beginning of the school day. Tardiness is only excused for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. In all such instances, proper documentation is required for the tardy to be excused. Students who are tardy due to illness will only be excused with parent communication – verbal (in person or over the phone) or via written note/email. All students must be supervised at all times while on campus. Though emergency early departures are understandable, routinely picking up students before dismissal will receive the same consequences as tardies. Tardies and Early Departures will be tracked by the classroom teacher, the Administrative Assistant, the MTSS Director, the School Social Worker, and the Administration. The table below outlines the consequences for tardiness and/or early departures.

Number of Excused and Unexcused Tardies and Early Departures - Total Occurrence(s)	Action to be Taken
0-4	No Action
5-9	Tardy Letter (this includes Early Departures) home to parent/guardian and student.
10-19	Required intervention conference with the parent/student and School Social Worker.
20+	<p>Parent/guardian and student required to conference with the Interdisciplinary Attendance Committee which will consist of the:</p> <ul style="list-style-type: none"> • Principal &/or Assistant Principal • Counselor &/or Social Worker • Current Classroom Teacher/s <p>Optional Committee Members could include:</p> <ul style="list-style-type: none"> • Previous Classroom Teachers • Curriculum Director <p>The Interdisciplinary Committee will make recommendations and the Principal will determine next steps.</p>

Early Departure from School

Early departures from ACS are considered tardies and are subject to the Attendance and Tardy policies above. Please remember, teachers are still instructing in the classrooms until the end of the school day and early dismissals interrupt instruction. 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 your child's teacher and the front office by emailing the teacher and Administrative Assistant in advance. Parents must sign students out in the main office. **A student to be present for at least 4 Hours (3 Hours on Wednesdays) to be counted present for the day.**

The latest time a child may be picked up for early dismissal is 30 minutes prior to the regular dismissal time. Please schedule appointments accordingly and be mindful that students may not be dismissed after these times.

Attendance in Classes for High School Credit

For middle school students taking any course for High School credit (for example: Math I or Spanish I), the student must be present for 50% of the period to be counted present and may miss no more than 12 class periods during the year to receive high school credit for the course.

Partial Attendance for Athletics, Extracurricular and Special Event Participation

Students must be present at school for at least half of the school day in order to participate in any athletic events, matches, games, or practices. The same applies for extracurricular activities and special events. Students must be considered present the day of the special event or evening student activity to participate in the event.

Late Pick Up from School

Parents who arrive after the carline has ended at 3:45 (& 1:45 on Wednesday) infringe on the time of the classroom teacher or ACS staff who must change their afternoon schedule to accommodate. Students will be sent to the ACS/Genesis Athletics after care program if their parent/guardian is late picking them up in the afternoon. Though emergency late pick-ups are understandable, routinely picking up students late will result in an aftercare charge. For

students not picked up in the afternoon carline by 1:45 on Wednesdays and 3:45 Monday, Tuesday, Thursday & Friday, will be taken to the ACS/Genesis Athletics after care program. For the first late pick up, there will be no charge. For the second late pick up, there will be a \$5.00 charge. For the third late pick up there will be a \$10.00 fee. Subsequent late pickups, parents/guardians will be charged an after care fee to be determined by how often this occurs and how late the student is picked up.

Instructional Time

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

School Safety

ACS shall comply with § 115C-218.75 and meet the same health and safety requirements required of a local school administrative unit. ACS shall meet all applicable health and safety laws and regulations, whether federal, state or local.

Building Safety

All external doors will remain locked at all times. Doors are not to be propped open and unattended. Teachers should keep their classroom door locked at all times and use the magnetic strip when needed.

All staff must follow the Visitor Policy as set forth in the Parent/Student Handbook. Staff shall not allow any visitor into any building without a proper visitor badge except during project celebrations, field trips and other special events where a sign in sheet may be used for visitors. Otherwise, any visitor that is on campus and does not have a visitor badge shall be escorted to the front office. If any staff member has a concern about an unauthorized person on campus, they should contact an administrator immediately. It is the responsibility of all staff to ensure that all visitors are following the Visitor Policy, therefore all staff **MUST** report any unauthorized visitors to an administrator.

Crisis Management Team

ACS has a Crisis Management Team, in addition to trained First Aid Responders that creates and manages 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 Facilities & Safety Director oversees the Crisis Management Team and it is the responsibility of the Facilities & Safety Director to ensure that the Managing Director, Principal, other Administrators, and the staff have current and applicable procedures in place and that all parties are aware of the procedures.

Drills and Emergency Procedures

The Facilities & Safety Director is responsible for ensuring drills occur on a regular basis, with the assistance of the Principal and Assistant Principal. These procedures will be reviewed annually by the Crisis Management Team and any changes or revisions will be made by the Facilities & Safety Director. The Facilities & Safety Director is responsible for communicating these procedures to the Managing Director and the Board of Directors.

Proper emergency procedures [fire and tornado] must be displayed in plain view in the classroom along with the red emergency bag. Drills will be completed throughout the school year. The teacher is to discuss the procedures with all students on the first day of school and periodically afterward. Each teacher is responsible for following the emergency procedures as posted. Each teacher is responsible for carrying their red emergency bag if traveling with students. The teacher is also responsible for ensuring their classroom rosters are printed and stored in these bags by the first week of school.

Fire Marshal Code

In an effort to keep our school buildings as safe from a fire as possible, ACS employees shall adhere to the following guidelines:

- Nothing shall be hung on any walls within 18" of the ceiling.
- Nothing shall be hung on any internal door unless it is completely metal and approved by the Facilities & Safety Director.
- No curtains shall be hung in any room. Classrooms that require a green screen for purposes of education should communicate with the Facilities & Safety Director for approval and care of the material.
- The following items are not allowed on campus:
 - Space heaters
 - Wax burners
 - Toaster ovens
- Do not use regular extension cords on the campus of ACS. Instead, you may use extension cords with surge protectors built in.

Any staff member found to be in violation of these guidelines may receive disciplinary action, up to and including termination.

Fire and Safety Regulations

ACS 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.

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 ACS by the Managing Director.

Pesticide Notification

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

Hazardous Chemicals

ACS 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.

Prohibition Against Discrimination, Harassment and Bullying Policies

Equal Education Opportunities

ACS provides equal education opportunities for all students and does not discriminate based on age, race, color, gender/gender identity, sexual orientation, religion, physical disability, family status, socioeconomic background, national or ethnic origin, or any other protected class in the administration of its policies and programs. ACS adheres to the legal obligations and requirements under all state and federal laws, including without limitation, Title IX, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

Compliance with Other Laws

ACS shall comply with all applicable federal and state 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. ACS shall comply with § 115C-218.75 and meet the same health and safety requirements required of a local school administrative unit. ACS shall meet all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of ACS except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations.

It is the policy of Alamance Community School that students should not be subjected to forms of unlawful discrimination, harassment, bullying, or hazing, 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 ACS regarding the identification, prevention, intervention, and reporting of such antisocial acts. ACS 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. ACS prohibits discrimination on the basis of age, race, color, national or ethnic origin, religion, disability, sexual orientation, gender/gender identity, family status, socioeconomic background, creed, or any other characteristic prohibited by law. ACS will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

A. Prohibited Behaviors And Consequences

1. Discrimination, Harassment and Bullying Students

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. ACS expressly prohibits unlawful discrimination, harassment, bullying, and hazing. Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct and any applicable laws. Any violation of this policy is serious and ACS shall promptly take appropriate action. Students will be disciplined in accordance with the ACS student behavior management plan. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

When considering if a response beyond the individual level is appropriate ACS will consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Such classroom or school-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the Principal to address the behavior.

2. Retaliation

ACS 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 Principal shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. Application Of Policy

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, contractors and visitors. This policy is intended to apply to students vis a vis other students, faculty, staff, volunteers/visitors or contractors. ACS's policies on unlawful discrimination and harassment as applied to employees, volunteers/visitors, and contractors can be found in the School's Employee Handbook. This policy applies to behavior that takes place:

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. During car line;
4. During any school-sponsored activity or extracurricular activity;
5. At any time or place when the individual is subject to the 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.

C. Definitions

For purposes of this policy, the following definitions apply:

1. Discrimination

- a. Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category that is protected by law, such race, color, national origin, sex, disability, or age or by association with a

person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

2. Harassment

- a. Harassment is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:
 - i. 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
 - ii. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.
 - 1. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying.
 - a. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic that is protected by law or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic that is protected by law, such as race, color, religion, national origin, sex, disability or age. Examples of behavior that may constitute bullying or 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 or bullying. 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.
- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - i. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's academic progress or completion of a school-related activity;
 - ii. Submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
 - iii. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive educational environment.

1. 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, 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.
- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Bullying

Bullying means unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying may also place a student in actual and reasonable fear of harm to his or her person or damage to his or her property. Bullying behavior is often repeated, or has the potential to be repeated, over time. Bullying includes intentional actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose or any action that involves a real or perceived power imbalance. Bullying can also include behavior that constitutes harassment or sexual harassment and can include cyberbullying. For Cyberbullying: See the Technology Use and Internet Use policy sections.

4. Hazing

North Carolina law makes it unlawful for any student in attendance at any school in the State to engage in hazing, or to aid and abet any other student in the commission of this offense. For the purpose of this section hazing is defined as follows: "to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group."

5. Electronic Communications

Electronic communications apply to employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e. Snapchat or Instagram). Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. Training And Programs

The Managing Director, Principal, &/or other designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to 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:

- provide examples of behavior that constitutes unlawful discrimination, harassment or bullying;
- teach employees to identify groups that may be the target of unlawful discrimination, harassment or bullying; &
- train school employees to be alert to locations where such behavior may occur, including locations within school buildings, campus wide locations, on cell phones and on the Internet.

F. Notice

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

G. Coordinator

The Managing Director or designee shall appoint one or more individuals to coordinate the School's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to ACS alleging noncompliance with Title VII or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The Managing Director or designee shall publish the name and phone number of the compliance coordinator in a manner intended to ensure that students, employees, parents, and other individuals who participate in the School's programs are aware of the coordinator.

H. Records And Reporting

The Managing Director or designee shall maintain confidential records of complaints or reports of unlawful discrimination, harassment or bullying. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Managing Director and Principal also shall maintain records of training conducted and corrective action(s) or other steps taken by ACS to provide an environment free of unlawful discrimination, harassment, and bullying. The Managing Director shall report to the Board all verified cases of unlawful discrimination, harassment, or bullying under this policy.

I. Evaluation

The Managing Director or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful discrimination, harassment, and bullying and shall share these evaluations periodically with the Board.

J. Reporting

1. For bullying, there are multiple ways to report incidents of bullying. Students and families may report directly to any teacher, Principal, Assistant Principal, or school counselor verbally, via email or in writing. It can also be reported using the "Say Something" Link/App that is located on the School website.
2. For discrimination, harassment, and sexual harassment complaints, students or their parents should contact the Principal, Managing Director, and/or Title IX coordinator immediately and file a complaint.

K. Investigation Process

1. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.
2. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for ACS to conduct a thorough investigation. There may also be instances where ACS has a legal obligation to report certain information it receives to state or local authorities.
3. 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 and hearing, within sixty (60) days of the filing of a complaint.
4. The Title IX coordinator shall designate an impartial investigator to conduct the investigation. The investigator shall have full authority to conduct an investigation, including the authority to interview witnesses and make a decision about the complaint. The investigator shall timely provide written notice of the outcome of the complaint to the relevant parties.
5. In the event a party is not satisfied with the investigator's decision, it may appeal that decision to an impartial hearing panel (explained below). Such appeal shall be made in writing and provided to the Title IX coordinator within five (5) days of the investigator's decision.
6. Upon appeal of the investigator's decision, ACS's Board of Directors will appoint a panel of three board members to serve as the impartial hearing panel. The hearing will be conducted in accordance with all applicable laws. All parties will have an opportunity to present witnesses and other evidence and to be represented by an attorney or third party of their choosing.
7. After the hearing, the three member hearing panel will make a decision and will provide written notice of the outcome of the appeal.

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 ACS in violation of Title VI of the Civil Rights Act of 1964, as amended. This means that ACS does not advantage any one racial or ethnic group over another or use racial/ethnic stereotypes.

Further, the ACS 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, for example:

- 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 School's Policies Prohibiting Harassment and Discrimination, which govern complaints alleging Title VI violations.

General inquiries regarding Title VI compliance and appeal procedures may be directed to the Title VI Coordinator. The Title VI Coordinator is Stephanie Nowell, Assistant Principal.

The Title VI Coordinator may be contacted by email or telephone as follows:

Email: snowell@alamancecommunityschool.net

Telephone: 336-270-5052

Religious Accommodations

ACS respects the religious beliefs and practices of all employees 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.

Non-Title IX Discrimination, Harassment, and Bullying Policy 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.

ACS seriously takes 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**. This includes violations under Title VI. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying should also report such violations in the manner provided in this policy. Reports may be made anonymously. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA. Such allegations may be raised through the procedures governing such matters. 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 witnesses or has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to an appropriate individual designated in subsection B.1., below. Employees who do 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 is strongly encouraged to file a complaint in writing to any of the following:

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

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 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.

Gender Equity Policy (Title IX)

ACS 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.

ACS, 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.

Complaints or grievances regarding discrimination and harassment based on gender should be delivered in writing to the Principal (unless the complaint or grievance involves the Principal, in which case it should be delivered to the Managing Director) and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the principal with the assistance of ACS's legal counsel as necessary and appropriate. ACS's comprehensive policy on Title IX complaints is set forth in the Student Discrimination, Harassment and Bullying Policy below

Title IX

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual assault and other sexual misconduct, is a form of sex discrimination. Under the School's Policy, the School prohibits sexual harassment, sexual assault, sexual exploitation, stalking and retaliation. The School complies with Title IX and has appointed Scott Tribotte, Counselor, &/or Cindy Gittens, Social Worker, as the Title IX Coordinator with overall responsibility for Title IX compliance. They can be reached at stribotte@alamancecommunityschool.net & cgittens@alamancecommunityschool.net

Any student, employee, or applicant for employment or admission to the School who believes that he or she has been discriminated against on the basis of sex, in violation of Title IX, or has been a victim of sexual assault, sexual harassment, or other sexual misconduct, may file a complaint with the Title IX Coordinator. The Title IX Coordinator will assist the complainant in identifying the appropriate School policy (with its grievance procedure) to resolve the complaint in a prompt and equitable manner. The Title IX Coordinator may consult with other School administrators, as needed, to resolve the complaint in the most effective manner.

The Title IX Coordinator is knowledgeable and trained in state and federal laws that apply to matters of sexual assault, sexual harassment, and other sexual misconduct, as well as the School's policy and procedure.

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 ACS that students should not be subjected to forms of unlawful discrimination or harassment while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the School regarding the identification, prevention, intervention, and reporting of such antisocial acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. ACS 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.

Prohibited Behaviors and Consequences

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.

Retaliation

ACS 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, ACS 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 Managing Director or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

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

Application of Policy

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

1. In any school building or on any school premises before, during, or after school hours;

2. On any bus or other vehicle as part of any school activity;
3. During any school-sponsored activity or extracurricular activity;
4. At any time or place where the individual is subject to the oversight and authority of school personnel;
5. At any time or place where the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
6. 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).

Definitions

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

Discrimination

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

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.

Conduct Not Covered by This Policy

Conduct that does not meet the definitions set forth above in this Title IX Policy is 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 policies, 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 ACS'S TITLE IX REPORTING AND GRIEVANCE POLICY.

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

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 the **Non-Discrimination and Harassment Policy**, and student conduct policies when Title IX does not apply.

The School's Title IX Coordinators are Scott Tribotte, Counselor, &/or Cindy Gittens, Social Worker. They can be reached at stribotte@alamancecommunityschool.net & cgittens@alamancecommunityschool.net

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. The training plan must include information about this policy and the related complaint procedure. 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; and

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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 being posted, if any, or make materials available for members of the public to inspect.

Notice

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

Title IX Coordinator

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for ACS 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 ACS'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 ACS's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

Evaluation

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

Confidentiality

The recipient, whether an ACS 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,

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hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator/s 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 Managing Director shall report to the Board all verified cases of unlawful discrimination or harassment under the School's Title IX Policy.

Reporting Title IX Violations

1. For Students:

- 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, Managing Director, and/or Title IX coordinator immediately and file a complaint.
- b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, Principal, or Managing Director, as soon as possible and within 24 hours.
- c. If the Managing Director is involved in the allegation, another administrator will immediately inform the President of the Board of Directors.

2. For Employees:

- a. 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.

Definitions

The following definitions shall apply as used in this and all other Title IX-related policies:

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

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

"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.

“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.

“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.

Mandatory Response and Procedural Obligations

ACS 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.

ACS 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 a faculty member).

Supportive Measures, Remedies and Disciplinary Sanctions

Supportive measures include services, accommodations, and/or other assistance that the School provides for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. ACS wants students and employees to be safe, receive appropriate medical attention, and get the help they need to heal and continue accessing 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 ACS will provide the complainant, or their advocate, with a written explanation of the interim measures available at the School and through local community resources, such as the Family Justice Center of Alamance County, 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 the School does not already provide, 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 a change in classes, testing, or assignments;

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

Remedies Include:

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

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

When a respondent is found responsible for sexual harassment, the School will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Instead, 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 receives 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 a formal written warning to dismissal.

Investigations

ACS 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.

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

Decision-Maker

The Managing Director and/or Principal is the 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.

Title IX Grievance Process

Prompt Filing:

The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator ensures 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 when confidentiality may not be possible for the School to conduct a thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities or to protect the School community.

Timeline:

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

Appeal:

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

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

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

Policy Application

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

Additional Title IX Information

Title IX requires 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..." As such, Title IX of the Education Amendments of 1972 prohibits discrimination based on sex of students and employees of educational institutions that receive federal financial assistance. ALAMANCE COMMUNITY SCHOOL ("THE SCHOOL") is governed by Title IX.

Title IX Coordinators

The Title IX Coordinators at THE SCHOOL are:

Scott Tribotte &/or Cindy Gittens

195 Kronbergs Court
Haw River, NC
27258

336-270-5052

stribotte@alamancecommunityschool.net & cgittens@alamancecommunityschool.net

Who is Covered By Title IX?

All educational institutions that receive federal financial assistance are affirmatively required to adhere to Title IX regulations. Even if only one of the institution's programs or activities receives federal funding, all of the programs within the institution must comply with Title IX regulations.

Facts About Title IX

Athletic departments are not the only component of the school governed by Title IX. The regulations prohibit sex discrimination with regard to all programs, including:

- Course offerings, classroom access, grading, and other academics
- Student counseling and academic support
- Hiring and retention of employees (staff, faculty, and administration)
- Job related benefits and leave
- Pregnancy

In addition to sex discrimination, Title IX also prohibits sexual misconduct (which includes sexual harassment, gender-based harassment, and sexual violence). Additional information regarding what behaviors may constitute sexual harassment and other forms of sexual misconduct is available in the ACS Title IX Policy located on its website and in its student, faculty, and employee handbooks.

Title IX serves to protect the rights of men and women. Title IX requires that males and females receive fair and equal treatment in all educational and employment areas.

Title IX also protects individuals who report sex discrimination and sexual misconduct from retaliation by individuals or by institutions. The reporting of incidents of discrimination is integral to the effective enforcement of Title IX law. Therefore, the protection of complainants, as well respondents, is important. *Retaliation against any individual who reports or makes a complaint about a Title IX violation will not be tolerated at ACS. ACS will impose appropriate corrective action against any individual found to have engaged in acts or threats of retaliation.*

1. ACS will utilize its best efforts to protect all school community members from sex discrimination, gender-based harassment, sexual harassment, sexual assault, and sexual violence.
2. ACS will take affirmative, corrective (but non-punitive or non-disciplinary, at least prior to a formal disposition regarding responsibility), and supportive action whenever it becomes aware of possible sex discrimination, sexual assault, sexual violence, or other sexual misconduct within the ACS community, whether or not a complaint has been made.
3. In order to meet its Title IX obligations and to the extent possible, every effort will be made to keep the details of complaints confidential if requested to do so by a victim of sexual misconduct and to follow the ACS procedures for conducting an investigation and recommendations. As such, every effort should be made to keep the identity of the involved parties confidential to avoid retaliation. However, ACS's ability to strictly observe confidentiality may be compromised where the safety of members of the community is judged to be at risk.
4. The safety and security of all members of the ACS community is a priority matter.
5. The internal investigation of a complaint will be conducted, and a decision rendered, no matter the timeline or outcome of case adjudication by external authorities.

Expanded information concerning sex discrimination, sexual harassment, sexual assault/violence, and ACS's *Title IX Policy and Procedures Governing the Reports and Investigation of Title IX Complaints*, can be found in the ACS parent-student and employee handbooks, as well as on the ACS website.

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Compliance with Title IX & Who is Responsible?

All employees of ACS are required to report instances of alleged violations of Title IX. Without exception, if an employee is not sure if a situation warrants reporting, he/she must seek guidance from the Title IX Coordinator. It is essential that institutions receiving federal financial assistance operate in a nondiscriminatory manner. To ensure the school's compliance with the law, adherence to Title IX regulations is everyone's responsibility. The penalty for failure to comply with Title IX, in the most extreme circumstances, can include the termination of all or part of an institution's federal funding including grants and student loans. It can also result in the termination of an ACS employee or severe consequences for a student.

Reporting Complaints Under Title IX

Any member of the ACS community who believes he/she has been the victim of sex discrimination, sexual misconduct, or who has witnessed such conduct, should report such misconduct or file an informal or formal complaint with the ACS Title IX Coordinator. While there is no required format for making a report, forms for this purpose are available on the ACS website or from the Title IX Coordinator. Any victim of sexual misconduct who would prefer to speak with someone and have them complete a form on their behalf should contact the Title IX Coordinator.

Students who are, or believe they have been, victims of sex discrimination or sexual harassment, including sexual assault or sexual violence on or off campus, whether by ACS employees, contracted services employees, other students or non-community members, are encouraged to request immediate personal support and assistance from the Title IX Coordinator or any other staff member or administrator with whom they feel comfortable. Student complaints concerning sexual assault, sexual violence, or other sexual misconduct may be made on an informal or formal basis with the ACS Title IX or with any staff member or administrator with whom they feel comfortable. All complaints filed with or received by any staff or administrator will be forwarded to the Title IX Coordinator, who will direct that an appropriate investigation be conducted.

Employees who believe they are being harassed or discriminated against on account of their sex or gender should promptly make a report to the Title IX Coordinator, to his/her supervisor, to Human Resources, the Managing Director, or to an administrator with whom the individual feels comfortable. Employees should also follow the ACS harassment and discrimination policy.

Which Federal Agency Enforces Title IX?

The United States Department of Education's Office for Civil Rights (OCR) is in charge of enforcing Title IX. Information regarding OCR can be found at www.ed.gov/about/offices/list/ocr/index.html.

New regulations expressly prohibit the Single Investigator Model, where the investigator is also the decision-maker determining responsibility in Title IX cases.

Rationale: one person cannot effectively serve as detective, prosecutor, judge, and jury.

TITLE IX TEAM	SCHOOL ROLE	PERSON	EMAIL/PHONE
Coordinator	Counselor &/or Social Worker	Scott Tribotte, Counselor Cindy Gittens, Social Worker	stribotte@alamancecommunityschool.net & cgittens@alamancecommunityschool.net 336-270-5052
Investigator	Assistant Principal	Stephanie Nowell	snowell@alamancecommunityschool.net 336-270-5052

Decision Maker	Principal &/or Managing Director	Marquice Miller, Principal Leslie Paynter, Managing Director	jmarqmill@alamancecommunityschool.net & lpaynter@alamancecommunityschool.net 336-270-5052
Appeals Panel	Managing Director &/or Board of Directors	Leslie Paynter, Managing Director Sean Wiley, Board Chair	lpaynter@alamancecommunityschool.net & board@alamancecommunityschool.net 336-270-5052

ACS Campus Expectations Policy

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

Parents, guardians and visitors are expected to:

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

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

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot, office area or any other area of the School grounds (including social media postings or discussions with community members regarding ACS or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to School staff, board member, visitor, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offense.
- Damaging or destroying School property.
- Abusive or threatening emails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding ACS or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about ACS must be made through the appropriate

channels by speaking to the class teacher, or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on School premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs whilst on the ACS property.

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 members of the school community.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check-in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to ACS staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten ACS 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, the staff member MUST end the conversation immediately. ***Possible script: "Unfortunately, we need to end this conversation here. I understand you are upset but we cannot continue until we can communicate with a calm tone and appropriate language."***
3. Staff members MUST inform the Principal of the interaction so they can document the situation and follow up as needed.

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

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

- Removed from the premises; and
- Permanently restricted from re-entry.

Violence/Threats: If the act or action of the individual falls within the category of acts of violence on school premises, threats of violence on school premises, bullying of teachers, students or other parents, the individual can be immediately removed from the premises and permanently restricted from re-entry. While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Any interaction with Alamance Community School teachers or staff must be done so by electronic means.

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

Drug, Tobacco and Alcohol Use

ACS is dedicated to maintaining a safe educational environment. Thus, ACS has implemented a drug and alcohol-free school policy, which prohibits anyone, staff, volunteers, parents, visitors, students, and contractors 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 ACS 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, tobacco, 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 an ACS event, on field trips, or in circumstances the School believes will adversely affect ACSs operation or safety.

Any parent, volunteer, contractor and/or visitor using tobacco, alcohol, or drugs will be asked to leave our campus and may be temporarily and/or permanently suspended from our campus.

Student Tobacco, Drug, and Alcohol Policy

ACS is a tobacco, drug, and alcohol-free campus. Any possession, use, or sale of these substances is strictly prohibited. Possession of these substances with the intent to distribute or sell will result in possible expulsion. Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

A student's involvement with alcohol or other drugs can interfere not only with his or her academic and co-curricular activities, but also with the student's emotional, physical, mental, and social development. It is the board's goal 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 type of 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 Managing Director or designee may develop and oversee procedures to implement this policy.

Prohibited Behavior

1. Students are prohibited from possessing, using, selling, delivering, sharing, providing, manufacturing, or being under the influence of any of the following substances:
 - narcotic drugs;
 - hallucinogenic drugs;
 - amphetamines;
 - barbiturates;
 - marijuana, CBD, Delta 8 or any related product;
 - anabolic steroids;
 - synthetic stimulants, such as MDPV and mephedrone (e.g., “bath salts”), and synthetic cannabinoids (e.g., “Spice,” “K2”);
 - any other controlled substance;
 - any substance containing any amount of tetrahydrocannabinol (THC), Delta 8, CBD, regardless of whether it constitutes a controlled substance under state or federal law;
 - any alcoholic beverage, malt beverage, fortified or unfortified wine or other intoxicating liquor; or
 - 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.
2. Students are prohibited from being at school with the odor of alcohol or illicit drugs about their person.
3. Students are prohibited from possessing, using, selling, sharing, delivering, or manufacturing counterfeit (fake) drugs.
4. 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.
5. 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.
6. 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.
7. Students may not conspire to sell or deliver prohibited substances or participate in any way in the selling or delivering of prohibited substances, regardless of whether the sale or delivery ultimately occurs on school property.
8. The Managing Director may authorize lawful uses of substances that are otherwise prohibited by this policy, such as for approved school projects.

Reporting and Consequences

All employees are required to immediately report the above Prohibited Conduct to their supervisor and/or the Managing Director. Failure to do so, may result in disciplinary action up to and including termination. As required by law, the Managing Director 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. Where the disciplinary action does not result in withdrawal, exclusion or expulsion from the School, 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 as part of the recovery process.

Weapons

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

Threats and Violence

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

Banning from Campus

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

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

Parent and Family Engagement

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

Definition of Parent and Family Engagement

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

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

Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the

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

School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs to provide equitable services to students enrolled in private schools, if applicable. The Managing Director or Curriculum Director 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;

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

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

School Report Card

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

- Information, both in the aggregate and disaggregated by category, about:
 - 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 Managing Director and the Data Director shall develop any administrative procedures necessary to implement the requirements of this policy.

Parents' Bill of Rights Compliance Policies

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

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

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

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

A. Parent Rights

A parent has the right to the following:

1. To direct the education and care of their child.

2. To direct the child's upbringing and moral or religious training.
3. To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
4. To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
5. To make healthcare decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
6. To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
 - i. A crime committed against the child under Chapter 14 of the General Statutes.
 - ii. An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b. When otherwise prohibited by law.
7. To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
8. To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
9. To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - a. During or as part of a court proceeding.
 - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - c. When the recording will be used solely for any of the following purposes:
 - i. A safety demonstration, including one related to security and discipline on educational property.
 - ii. An academic or extracurricular activity.
 - iii. Classroom instruction.
 - iv. Photo identification cards.
 - v. Security or surveillance of buildings, grounds, or school transportation.
10. To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

B. Limitations on the Right to Parent

1. The requirements of this Article do not authorize a parent to do any of the following:
 - a. Engage in unlawful conduct.
 - b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
2. The requirements of this Article do not prohibit the following:
 - a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.

- b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

C. Parental Legal Rights Displayed on Website

Pursuant to N.C.G.S. § 115C-76.25, the School shall display on its website the following parental legal rights regarding their child's education:

1. The right to consent or withhold consent for participation in reproductive health and safety education programs in 5th - 8th Grade, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.
2. The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157. Please consult the Student Handbook for this information.
3. The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.
4. The right to request an evaluation of their child for an academically or intellectually gifted program
 - a. *Note: ACS does not have an academically or intellectually gifted program*or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
5. The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
6. The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.
7. The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Student Handbook for this information.
8. The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Student Handbook for this information as well as the Department of Public Instruction.
9. The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
10. The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Student Handbook for this information
11. The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Student Handbook for this information.
12. The right to review all available records of materials their child has borrowed from a school library. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

D. Parent Guide for Student Achievement

Pursuant to 115C-76.30, the Parent Guide to Student Achievement is an effort by the State Board of Education ("SBE"). The SBE's Guide will be posted on the School's website once it has been provided by the State Board of Education and going forward at the beginning of each school year. The SBE's Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during

Open House, Back to School events, or in any forum designated by the School. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

E. The School's Guide for Student Achievement

Pursuant to 115C-76.30:

1. The School has chosen to comply with these provisions by ensuring the following information is in the Student Handbook available on this School's website:
 - a. Requirements for students to be promoted to the next grade.
 - b. School entry requirements, including required immunizations and the recommended immunization schedule.
 - c. Ways for parents to do the following:
 - i. Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
 - ii. Strengthen their child's citizenship, especially social skills, and respect for others.
 - iii. Strengthen their child's realization of high expectations and setting lifelong learning goals.
 - iv. Enhance communication between the school and the home.
2. The School has chosen to comply with 115C-76.30, making the following information available through its website; the Student Handbook found on the School's website; School and classroom communications (hard copy or via email); communications from the School's PTO; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
 - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
 - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
 - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
 - d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
 - e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
 - f. Contact information for school and unit offices.
 - g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
 - i. A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
 - ii. Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

F. Efforts to Increase Parent Involvement

Pursuant to § 115C-76.35, the School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision.

Opportunities and information will be available on the School's website and/or in community and/or school communications, such as the weekly newsletter and the ACS Facebook page. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

1. Providing links to parents for community services.
2. Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
3. Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

G. Teacher Qualifications & School of Choice

Further Compliance

1. The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time, as needed. Information can also be found on the School's website and shall include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
2. Alamance Community School is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at Opportunity Scholarship - NCSEAA (<https://www.ncseaa.edu/k12/opportunity/>)

H. Student Health Notifications

Pursuant to N.C.G.S. § 115C-76.45:

1. The School does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.
2. The School does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.
3. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
4. Notifications:
 - a. At the beginning of each school year, the Principal &/or their designee will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The Principal &/or their designee will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's

mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)

- b. Principal &/or their designee shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
- c. The Principal &/or their designee shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- d. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115C-76.60 is set forth in this policy, Entitled Parental Remedies.

I. Timelines for Parental Requests for Information

Under § 115C-76.40:

1. This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
2. A parent of a child enrolled at our School may request in writing from the Principal &/or their designee any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to the Principal. Within 10 business days, the Principal &/or their designee shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
3. If the Principal &/or their designee: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the ACS Managing Director, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
4. If the Managing Director denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Managing Director, as provided in subsection (2) of this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the Board shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.

J. Student Support Services Training

Under § 115C-76.50:

Student support services training developed or provided by the School to the school personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

K. Parental Rights to Opt-in to Protected Information Surveys

Under § 115C-76.65:

1. Definitions:
 - a. Adult student – An enrolled student who is 18 or older or an emancipated minor.
 - b. Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:
 - i. Political affiliations or beliefs of the student or the student's parents.
 - ii. Mental or psychological problems of the student or the student's family.
 - iii. Sex behavior or attitudes.
 - iv. Illegal, antisocial, self-incriminating, or demeaning behavior.
 - v. Critical appraisals of other individuals with whom respondents have close family relationships.
 - vi. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
 - vii. Religious practices, affiliations, or beliefs of the student or student's parents.
 - viii. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.
2. The School shall make the following available to parents and adult students at at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:
 - a. The process for providing consent to participation in the protected information survey.
 - b. The full text of the protected information survey.
3. No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.
4. The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the School's website.

L. Procedures and Remedies for Parent Concerns

This provision sets forth procedures and remedies required by **§ 115C-76.60**. A parent has the right to notify the principal about concerns under this policy pursuant to § 115C-76.60. The School's procedures and remedies for parental concerns are as follows:

1. The parent shall submit in writing a detailed description of their concern to the ACS Principal via email at jmarqmilller@alamancecommunityschool.net
2. Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
3. Within seven business days of receiving the concern, the Principal shall either:
 - a. Resolve the concern and notify the parent of the resolution, or
 - b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
 - c. Notify the parent of why the concern cannot be resolved.
4. If the concern is not resolved within 30 days, a parent may do one of the following:
 - a. Notify the State Board of Education and request a Parental Concern hearing, or

- b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.
4. The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

M. Reporting Requirements

Under § 115C-76.70:

1. The Principal and/or their designee shall keep an accurate record/log of all statements provided to parents, parental concerns, hearings, appeals, actions, etc. so that the School shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:
 - a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
 - b. The following information from the prior school year:
 - i. The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
 - ii. The number of statements provided to parents as required by G.S. 115C-76.60(a).
 - iii. The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
 - iv. The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

N. ACS Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials

1. Compliance with SB49. In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
2. Parent Participation. Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Parent-Student Handbook, in the School's weekly newsletters and other School communications, in teacher weekly newsletters, on the School's website, and on the School's Facebook page.
3. Charter School exemptions. A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the School determines its own curriculum and textbooks and is not bound by the laws governing local boards of

education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where the School has selected textbooks.

4. Textbook Definition. For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
5. Requirements of § 115C-76.55. Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult they feel comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.
6. Use and Purpose of Textbooks. The School selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.
7. Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials. The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows:
 - Through a curriculum committee made up of administrators and teachers and led by the Curriculum Director &
 - Through meetings and discussions with teacher/grade level teams with the Administration
 - Once materials are selected, the choice/s are presented to the Principal and Managing Director for final approval
8. Procedures for Learning about the Course of Study. Parents are provided information regarding their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in the Parent-Student Handbook, at Open House, at Curriculum Night Presentations, on the School's website, and through teacher communications.

9. Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom:
 - at Open House (held at the beginning of the school year)
 - at Grade Level Curriculum Overview Presentations (held at the beginning of the school year) and
 - by making an appointment with their child's teacher to be held between the hours of 7:45 AM and 3:45 PM and/or
 - by making an appointment with the Principal, Assistant Principal, or Curriculum Director between the hours of 7:30 and 4:30
10. Process for Library Check Out and Notification - N/A - At this time, ACS does not have a library.

O. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials

1. The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. At this time, ACS does not have an advisory committee, however to the extent the School establishes such an advisory committee in consultation with our legal counsel, information about that advisory committee will be communicated to parents, teachers, and the community.
2. In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
3. To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the Principal via email at jmarqmill@alamancecommunityschool.net or sent via mail or hand delivered to the School's address and designate on the outside of the letter: Textbook and/or Supplementary Material Challenge.
4. The Principal shall notify the Managing Director of the challenge and the Principal will review such challenge and respond to the challenge within ten (10) business days.
5. If the decision does not resolve the matter, the parent may file a written appeal to the Managing Director. The Managing Director shall review and respond to the challenge within five (5) business days.
6. If the Managing Director is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will

- designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.
7. The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.
 8. Timelines set forth herein may be extended for good cause.

P. ACS Established Policies

The School has established policies to do all the following:

1. Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. Please consult the School's website and Parent-Student Handbook on the School's website.
2. Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials. Please consult the School's website and Parent-Student Handbook on the School's website.
3. Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. Please consult the School's Policy on Curriculum, Textbooks, and Supplementary Materials located on the School's website and in the Parent-Student Handbook on the School's website.
4. Establish a means for parents to object to textbooks and supplementary instructional materials. Please refer to the School's Policy on Curriculum, Textbooks, and Supplementary Materials on the School's website and Parent-Student Handbook on the School's website.
5. Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs for students in 5th - 8th Grade consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. Please consult the Parent-Student Handbook available on the School's website for further information.
6. Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. Please also consult the Parent-Student Handbook available on the School's website.

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 ACS. 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 an 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 Managing Director Communication

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

1. If there is a disagreement with the decision rendered by the 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, 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: ACS 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 ACS 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. Additional details on the NC Dispute Resolution policy and the process used by the State Coordinator for the Education of Homeless Children and Youth are located at the North Carolina Homeless Education Program - <https://hepnc.uncg.edu/>

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."

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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.

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 & 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 Managing Director. 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.

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 Managing Director, 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 Managing Director 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.

Student Code of Conduct

Purpose and Description of the School Code of Conduct

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

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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.”

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

The code of conduct is divided into five classes of violations. The classes are groupings of violations of similar severity. Each class of violations, because of their similarity, contain comparable consequences. While these consequences reflect what School believes to be fair and reasonable for that class of violations, the school also recognizes that there are times where there are mitigating or aggravating factors which may result in a change in consequences. **The school director 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. Providing further clarification on these issues will help parents and students successfully navigate the requirements of the School Code of Conduct.

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

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

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

Unfortunately, during the school year conflict will arise between students. It is the expectation of the School that students will not settle conflict through physical altercation. If there is a fight between two students, both students will be held accountable for the incident. If a student is attempting to engage another student in a fight, it is our

expectation that the other student will make every reasonable attempt to walk away and notify a school employee. Lockers, desks, school issued technology, and other school property remain at all times the property of the school and are subject to search at the discretion of the school principals or director or their designee.

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

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

Student Expectations

ACS requires good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability and responsibility from all students, staff, parents and community participants. Vital to creating this climate is our social/emotional curriculum delivered during Morning Meetings, Closing Circles, and throughout the school day utilizing Responsive Classroom practices and techniques. It is ACS's intention to use positive reinforcement and to promote ethical responsibility.

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

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others both at school and during school-sponsored activities.
2. Students shall treat school property and facilities with care and respect.
3. Students shall treat the property of others with care and respect.
4. Students will follow ACS's Honor Code and be honest in all academic and social situations.
5. Student behavior will reflect positively upon ACS.

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted, it is turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Parental involvement
- Loss of privileges
- Behavior improvement agreements (contracts)
- Individual or small group sessions with an administrator
- Detention during lunch or before/after school
- Exclusion from extracurricular activities
- Suspension or exclusion from ACS

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

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

Failure to follow the instruction of a teacher, administrator or other school official and any conduct in violation of any written rule, policy or procedure or code of ACS will result in appropriate disciplinary measures.

DEFINITIONS

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

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

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

ACS utilizes exclusion as a disciplinary consequence under its code of conduct and abides by the due process required under N.C.G.S. § 115C-218.60 and its Charter Agreement. Procedures by which students can be excluded from the charter school are outlined in the school's discipline policies and code of conduct.

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

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

Short-Term Suspension – An out of school suspension lasting fewer than 10 consecutive days.

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

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

CLASS I

1. Disobeying any teacher established classroom rules

Disciplinary Measures:

- In-Class disciplinary measures determined by the teacher
- Teacher-Parent Conference
- Conference with an Administrator

CLASS II

1. Repeated violations of classroom rules
2. Being late for the start of the day repeatedly, or for the beginning of classes
3. Unauthorized use of a cell phone or electronic device during instructional time
4. Being absent from class without permission
5. Being out of dress code at any time not authorized by school administration
6. Being in possession of any personal item which distracts from teaching and learning in the classroom
7. Minor incidents of hitting, shoving, kicking, horseplay, etc. which do not result in physical harm
8. An elementary or middle school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk
9. Lying to school personnel
10. Cheating on school tests, quizzes, or other school assignments
11. Plagiarizing school assignments
12. Inappropriate display of affection
13. Disrespectful words or actions

Disciplinary Measures:

- Logical disciplinary measures determined by Administrator
- Teacher-Parent Conference
- Conference with an Administrator

Disciplinary Measures for Repeated Violations of Class II:

- 1-2 Days OSS

CLASS III - LEVEL I

1. Repeated violations of Class II
2. Possession of prescription or non-prescription medications on one's person without permission from school administration
3. Altering any official school document, including report cards, transcripts, and notes from teachers
4. Failing to comply with directives provided by school personnel
5. Addressing staff members disrespectfully
6. Using obscene, offensive, or derogatory language or pictures in reference to a staff member while on school property or during school functions
7. Using obscene, offensive, or derogatory language or pictures in reference to a student while on school property or during school functions
8. Acting in a way that either causes or has the potential to cause harm to oneself or others
9. An elementary student stealing or taking without permission any possession of a student or staff

member

10. Being in possession of property stolen from a student or staff member
11. Fighting in elementary or middle school
12. Using the internet to search for obscene, offensive or derogatory material during the school day, or at any time on a school owned device

Disciplinary Measures for Violations of Class III LEVEL I:

- 1 - 3 Days OSS

CLASS III - LEVEL II

1. Repeated violations of Class III
2. A middle school student stealing or taking without permission any possession of a student or staff member
3. Directing offensive, obscene, or derogatory language toward staff members
4. Directing offensive, obscene, or derogatory language toward other students
5. Threatening another student or school employee in a way that is direct, the result of forethought, and can be carried out - while possible, it may not be realistic
6. Gambling for money on school property
7. Possession of a lighter or matches

Disciplinary Measures for Violations of Class III LEVEL II:

- 4 - 5 Days OSS

CLASS IV

1. Repeated violations of any of the above category
2. Entering school property after hours without proper authorization
3. Smoking or vaping while on school campus, at school events, or during a school sponsored activity
4. Possession of offensive, obscene, or derogatory pictures, including electronically, while on school campus, participating in school events, or during school sponsored activities
5. Intentional unnecessary activation of a fire alarm
6. The following offenses reportable to law enforcement
 - a. Possession or consumption of alcohol while on school campus, at school events, or during a school sponsored activity

Disciplinary Measures for Violations of Class IV Offences:

- 10 Days OSS with possible recommendation for exclusion

CLASS V

1. Repeated violations of any of the above categories
2. Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time which interferes with the learning process or disrupts the educational environment
3. Using force or violence to take, or attempt to take, someone's property
4. Inciting or engaging in behavior which either results in or is intended to result in widespread disruption to the educational process
5. Participating in lewd, illegal, or sexual acts while on school campus, attending school events, or during

school functions

6. A logical, specific, and realistic threat of serious violence to a student or school employee
7. Assault 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. No conviction or arrest is required to fall under this provision.
10. The following offense reportable to law enforcement:
 - a. Assault resulting in serious injury
 - b. Assault involving use of a weapon
 - c. Assault on school officials, employees, and volunteers
 - d. Making bomb threats or engaging in bomb hoaxes
 - e. Willfully burning a school building
 - f. Unlawful, underage sales, purchase, or provision of alcoholic beverages
 - g. Possession of a controlled substance in violation of law
 - h. Possession of a weapon
 - i. Robbery with dangerous weapon
 - j. Sexual offense

Disciplinary Measures for Violations of Class V:

- 10 days OSS with recommendation for exclusion

The following offenses reportable to law enforcement:

- a. Homicide
- b. Kidnapping
- c. Possession of a firearm
- d. Rape
- e. Sexual Assault
- f. Taking indecent liberties with a minor

Disciplinary Measures:

- 365 Day Suspension
- 10 day suspension with a recommendation for a Long Term Suspension
- Exclusion
- Expulsion

Disciplinary Process

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

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequence of the

violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified.

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

There is no appeal of an out of school suspension that is 10 days or less. If a student is determined to have committed a violation for which the possible consequence is exclusion or long-term suspension, the school principal will follow the procedures outlined in the section below.

Long-Term Suspension, Exclusion and Expulsion Procedures

The Principal or the Managing Director may recommend a Long-Term Suspension, and/or Exclusion, and/or participation in a Behavioral Contract.

If a principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion is appropriate, they will notify the Director of a recommendation for long-term suspension or exclusion. The principal will also notify the parent or guardian in writing of this recommendation within two school days. The notification will include the time, date, and location for a hearing with the Director. The parent or guardian must notify the Director at least five business days in advance of the hearing if they are bringing an advocate to the meeting, and of the advocate's role (for example, legal representation). At the conclusion of the hearing, the Director will determine if the principal's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned. If the parent or guardian either refuses the hearing or fails to attend the hearing, the Director will make the determination on whether to uphold the recommendation of long-term suspension or exclusion.

If the student is assigned exclusion or a long-term suspension by the Director, 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 Director. 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. For expulsion, the School will follow the requirements set forth in North Carolina's General Statutes and any other applicable laws.

Discipline of Students with Disabilities

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

Student Search and Policy 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.

- **"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 Managing 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 Managing Director/Principal 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 Managing Director, 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

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

Seclusion & Restraint Policy

ACS 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.

Technology, Media Policies and Information

NEW Cellular Phones and Other Wireless Communication Devices Policy - 8.21.25

Board Approved: 8.21.25

Section 1. Overview

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

We encourage all families to learn more about the Wait Until 8th pledge which empowers parents to rally together to delay giving children a smartphone until at least the end of 8th grade.

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

Section 2. Exceptions

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

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

Section 3. Procedures

Students in Kindergarten - 8th Grade are discouraged from bringing any wireless communication device to school, as such devices often lead to unnecessary classroom disruptions. If students do bring such devices, however, school policy requires that they are not used during instructional time, except as allowed under the exceptions in Section 2. Any device on a person during instructional time must be turned off and put away. Having the device on airplane or silent mode is not sufficient and could subject the student to discipline.

Any student found to have a wireless communication device on their person during instructional time, notwithstanding the exceptions allowed under Section 2 of this policy, shall be subject to discipline in accordance with the Code of Conduct.

BOARD APPROVED ON: 6.19.25

Section 4. Consequences

The first violation of this policy is a Class II violation under the Student Code of Conduct found in this 2025 - 2026 ACS Parent Student Handbook.

- Disciplinary measures can include parent/guardian notification and a permanent ban of wireless communication devices on campus.
- Repeated violations of this policy will lead to more serious consequences in accordance with the school's Code of Conduct.

Section 5. Implementation and Training

The Managing Director or their designee shall develop procedures to implement this policy, including how to confiscate wireless communication devices if necessary.

Implementation

1. If any student is found to have a wireless communication device on their person during instructional time, notwithstanding the exceptions allowed under Section 2 of this policy, the teacher will confiscate the student's phone.
2. The student's wireless communication device will be taken to the front office.
3. The parent/guardian may pick up the student's wireless communication device at the end of the day from the front office.

*****The school is not responsible for lost, damaged, or stolen devices.*****

Training

All staff members shall receive training annually on this policy and its enforcement.

Section 6. Communication

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

Section 7. Legal Authority

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

Video Monitoring

ACS recognizes that the use of video monitoring/surveillance systems may be 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 ACS business.

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- A video recording of actions by students may be used by administrators or the Board as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.
- The video surveillance recordings may not be used in connection with instructional observations of professional staff. This policy does not prohibit the administration from establishing other methods of videotaping lessons for the purpose of instructional observation.
- Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules.
- Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.
- Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

Media (Utilizing the Alamance Community School name or brand)

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

Misuse of the Brand (Defined):

The Board of Directors encourages parents and students to voice their concerns, so they can be dealt with fairly, appropriately and effectively for all concerned. We consider the use of social media websites used to fuel campaigns and complaints against ACS Board, staff, students, and in some cases other parents not in the best interests of the children or the whole School community.

It is important that any concerns you may have are made through appropriate channels as set forth in the student/parent handbook which includes:

- Communicating with the teacher or staff member
- Contacting the Assistant Principal and/or Principal
- Contacting the Managing Director
- Contacting the Board of Directors

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

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

Social Media Citizenship Standards & Expectations

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

Students should expect the School administration to take note of and, if necessary, take disciplinary action in response to information communicated digitally that:

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

For violations of the policy, see Code of Conduct.

Technology Use at School

While at ACS, students will have access to a variety of technology. It is the expectation of the school that all school owned tablets and laptops remain at the school. All students in grades 2 and above and all parents must sign and adhere to the Technology Acceptable Use Policy.

Technology Use, Care & Expectations for Students

Alamance Community School technological resources include, but are not limited to computers, ipads, tablets, interactive TVs and other electronic devices, networks, the Internet, phones, copiers, facsimile machines and more. The use of ACS technological resources is a privilege, not a right.

General Rules

Below are general guidelines that all ACS students must follow and all ACS Staff must enforce when students are using their assigned Chromebooks, iPads, or any school owned device.

- Food &/or drinks are not to be around student Chromebooks, iPads, or any school owned device while in a student's possession or while open or in use.
- Charging cords and cables should be inserted into Chromebooks, iPads, or any school owned device carefully to avoid damage.
- Chromebooks or any school owned device should not be carried while the screen is open.
- Chromebooks, iPads, or any school owned device need to be shut down while not in use to conserve battery life.
- Chromebooks, iPads, or any school owned device should be stored safely in the laptop cart or charging dock, not on the floor, etc.
- Do not expose student Chromebooks, iPads, or any school owned device to extreme temperatures, direct sunlight, or other harsh conditions for extended periods of time.
- Do not set Chromebooks, iPads, or any school owned device on the edge of furniture or on slanted, slippery, or unstable surfaces.
- Do not insert foreign items, or dangerous metal objects, into the openings of student Chromebooks, iPads, or any school owned device.
- Do not tamper with or deliberately remove keys from keyboards
- Do not adhere anything permanent to any school-owned devices. This includes stickers, scotch tape, packing tape, duct tape, labels, etc. Only removable stickers and labels are permitted.
- Students should make sure to "sweep the keyboard" before closing their Chromebook, iPads, or any school owned device.
 - Headphones, pencils, and other objects left on keyboards when devices are closed are a leading cause of damaged screens.
- Students should not permit others to take or use their school-issued device.
 - If a student takes another student's issued-device, the student responsible for the device should immediately report this to their classroom teacher.

- ACS staff should also ensure that students are responsible for the power cord/charging cable that is issued with the school-owned device(s). Students' families may be responsible for the replacement cost of cords due to damage and/or loss.

General guidelines such as these will help staff and students understand how to properly care for the devices and will decrease incidents of damages to School owned devices.

Transporting School Chromebooks, iPads, or Any School Owned Device

There will be times that a student may need to take a Chromebook, iPad, or any school owned device to another classroom within the school.

- Preventative measures must be taken when transporting Chromebooks, iPads, or any school owned device in and out of the classrooms.
- Students should not toss or shake a Chromebook, iPads, or any school owned device.
 - This can cause damage to its internal hardware.
- Chromebooks, iPads, or any school owned device must be carried by "hugging" the device to your chest while walking or placed in a padded laptop sleeve or padded backpack compartment.
- If a large amount of devices need to be transported to another location, they should be placed in a school laptop cart and then transported.

Chromebook, iPad, & School Device Screen Care

Chromebook & iPad screens are incredibly susceptible to damage due to their thin and lightweight design and should be handled with extra care.

- Avoid placing any heavy or hard objects on top of the Chromebook, iPad, or any school owned device that puts excessive pressure on the screen
- Do not place heavy objects on top of the Chromebook, iPad, or any school owned device
- Do not close laptops and chromebooks while any object is between the keyboard and screen.
- Gently close chromebooks to protect the screen and the hinges from unnecessary wear and damage.
- Keep the Chromebook, iPad, or any school owned device' s screen away from harsh, direct sunlight

Cleaning Chromebook & iPad Screens

- The Chromebook, iPad, or any school owned device's screen should only be cleaned with a soft, microfiber cloth.
 - Using microfiber fabric helps clean sensitive glass found on laptops, computers, and PCs without scratching the surface.
- Avoid using water or harsh chemicals, general-purpose, or glass cleaners on Chromebook screens.
 - Instead, pre-packaged lens and screen cleaning wipes can be used to remove dirt or residue from the sensitive screen glass.

Financial Liability

In recognition of the advantages that come from being issued a school-owned device and in recognition of the considerable expense to ACS in funding devices, the student and the student's parent/guardian acknowledge that they must bear some risk for the possibility that the device may be damaged, lost or stolen, including accidental and purposeful damage. ACS will seek to repair device damage in the most economical ways possible, before determining that full device replacement is required. Students and their families will be held financially responsible for any repair or replacement cost as determined by the school, due damage to, loss of, or theft of school-owned devices issued to the student. This includes, but is not limited to, laptops, tablets, chargers, and accessories.

Continued access to school-issued technology may be contingent upon the settlement of any outstanding repair or replacement fees. The school reserves the right to pursue appropriate remedies in accordance with applicable laws and school policies.

Personal Electronic Devices

Cell phones and all other electronic devices must remain turned off and in backpacks throughout the school day unless authorized by a staff member. This includes cell phones, smart watches, tablets, iPads, bluetooth earbuds, PDAs, iPods, MP3 players, video equipment, cameras, and gaming devices. Any electronic device used during the day will be confiscated and returned to a parent/guardian at the end of the school day. Second-time offenders will receive further consequences and will lose future electronic device privileges. Please reference our discipline policy for additional information regarding disciplinary action as it relates to the use of personal electronic devices. ACS will not be responsible for lost, stolen, or broken items.

The possession of such electronic devices at ACS or during school events constitutes consent to the search (either in the presence of the students possessing the device(s) or outside that students' presence) and confiscation of the device(s) by school personnel. Confiscated devices may be returned to the parent/guardian at the end of the school day. Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the Principal. The Principal's determination is final.

Telephone, Smart Watches, Bluetooth Devices and Cell Phone Usage

Students are not permitted to text or make phone calls except in cases of emergency or by teacher request. Students who need to use the telephone must have approval from their teacher. It is requested that all travel and after-school plans be made ahead of time in order to keep the school telephones available.

Students bringing smart watches, cell phones and bluetooth devices to ACS must keep them in their backpack turned off throughout the school day unless directed by a Staff member. Please do not call or text your child during the school day as it is against ACS policy for students to use them during school hours.

Students who disregard the smart watch and cell phone policy during the school day are subject to the devices being held in the office for a parent to retrieve at the end of the school day. If there is a 2nd offense, the device can be picked up in the office by a parent and the student and the parent will need to meet with an Administrator. Additional consequences for violations of this policy may be administered at the discretion of the Principal.

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.

Cell phones, smart watches and any student personal electronics are not the responsibility of the faculty and staff at ACS.

Technology Use Policy

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

1. **Privacy:** ACS reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its domain, network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around ACS property or from ACS-owned accounts.
2. **Cyber Bullying:** ACS prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant messages, personal Websites, online social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube, etc.), video-posting sites, and online personal

polling Websites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises. Cyber bullying will be handled in accordance with the Student Discrimination, Harassment and Bullying Policy.

3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.

4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Hacking is expressly prohibited. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by ACS to ensure the safety and integrity of data, the school makes no warranties of any kind, either expressed or implied, for the service it provides. ACS will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.

8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread rolling before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

9. **Passwords:** Students are reminded not to protect their login information and to not share their password with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students or faculty and staff members.

10. **Email:** Email correspondence on the ACS system, the laptop, or making use of the student's assigned email account is the property of ACS. Documents and other files created by the students and located on the laptops or the ACS computer system are also property of ACS.

11. **Daily Student Expectations:** For Upper Elementary & Middle School Students who are assigned laptops are responsible for making sure their computer batteries are completely recharged before classes start for the day. Students will also bring their computer to class every day. Failure to do so may result in a failing grade on assignments that require the use of the computer for that day. Students are only permitted to use computers during class when authorized to do so by a faculty member and only for the purpose stated by the faculty member.

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 computer access privileges
2. Temporary or permanent confiscation of the student computer
3. Disciplinary action as provided for in the student handbook
4. Any other sanctions or remedies provided by law

Third Party Applications and Sharing of Student Data

ACS will utilize a number of 3rd-party applications to facilitate school operations, classroom management, and student learning. Use of these applications typically requires sharing of student data with the operating company. All data sharing complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), and use is reasonably monitored for compliance with the Technology Acceptable Use, Internet Acceptable Use, and Social Media policies. The North Carolina General Assembly has mandated that NC public schools aggressively adopt and improve digital learning methods and strategies, and digital learning has become an integral part of the classroom in public schools across the country. ACS feels the educational benefit provided by these applications and the internet in general outweighs all possible disadvantages. As such, we do not seek explicit guardian consent to the use of technology and the sharing of student data. By enrolling a student at ACS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of technology, including the internet and 3rd-party applications.

ACS utilizes Google's Workspace for Education extensively for both staff and students. ACS provides students with access to applications in both the Core Services and Additional Services categories. By enrolling a student at ACS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of these applications.

Internet Acceptable Use Policy

ACS provides Internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. Each year, all students and their parents/guardians in grades 2 and above must sign and adhere to the Technology Acceptable Use Policy. For students and staff, violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of access to the ACS network. This policy applies to all Internet access on ACS property, including Internet access using mobile devices, and including access by staff, students, and visitors to the ACS campus.

Students' internet usage is permitted only in the presence and supervision of a teacher or other designated adult. It is the expectation of the school that all school owned tablets and laptops remain at the school.

Although ACS uses resources to protect against exposure to inappropriate material, there is always a risk of students accessing such materials. Although it may still be possible to access inappropriate material, ACS feels the educational benefit provided by the Internet outweighs any possible disadvantages. We encourage parents to talk with their students about sites and material which the parents believe are inappropriate. ACS cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school.

The Children's Internet Protection Act (CIPA) is a federal law enacted to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with internet access are used by minors, are harmful to minors. ACS monitors online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials. ACS certifies that it is in compliance with CIPA.

Students are prohibited from using or accessing internet sites containing pornographic, violent or other unacceptable content either at school or at home using school-owned computers/technology/electronic devices. Accessing, producing, posting, displaying or sending offensive messages, music or images, including images of exposed body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude or sexually suggestive language or images.

Students who bring their own devices to campus are encouraged to take reasonable precautions to ensure the security of those devices. This includes operating system updates and virus scanning.

Safety and Ethical Use

Any internet user must take reasonable precautions to protect him or herself online. Students, staff, and visitors should use the following guidelines:

Email, forums, instant messaging, and other online messaging

- Never share personal information online. This includes, but is not limited to: real full name, postal address, social security number, and passwords. Sharing the information of another individual, especially minors, is unethical, strictly forbidden, and may be unlawful. In the case of students, the privacy of student educational data is protected by the Family Educational Rights and Privacy Act (FERPA). When in doubt, do not release student data and consult a school administrator for further advice.
- Special care must be taken when sending mass emails. Email addresses themselves are private information, and improper mass emailing can result in inadvertent sharing of addresses. Improper mass emailing can also allow recipients to reply to the mass message and send their own messages to the entire group. This is preventable by using a blind carbon copy (Bcc) feature or a mass emailing service. It is the responsibility of all ACS staff and students to use Bcc or a mass emailing service and to protect private information and data when sending mass emails.

Unauthorized access / hacking and general unlawful activity

- Gaining or attempting to gain unauthorized access to ACS resources, or using ACS resources to gain or attempt to gain unauthorized access to outside systems is unethical, unlawful, and forbidden. This includes bypassing the internet filter without permission or purposefully gaining access to material that is harmful to minors.
- Assuming the online identity of another individual for any purpose is unethical and forbidden.
- Use of ACS resources for any unlawful purpose, including, but not limited to, copyright infringement, is unethical and forbidden.

Academic integrity

Students are expected to follow all Board and school handbook policies regarding academic integrity when using technology.

Harassment and Cyberbullying

Cyberbullying may involve any of these behaviors:

1. Accessing, producing, posting, sending, or displaying material that is offensive in nature on the Internet
2. Harassing, insulting, or attacking others on the Internet
3. Posting personal or private information about other individuals on the Internet
4. Posting information on the internet that could disrupt the school environment,
5. cause damage, or endanger students or staff.

Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.

The principals will determine whether or not specific incidents of cyberbullying have impacted the School's climate or the welfare of its students and appropriate consequences will be issued. ACS is not responsible for electronic communication that originates off-campus but retains the right to impose discipline, where appropriate, for off-campus communication or conduct that substantially disrupts the educational environment at ACS. Cyber bullying will be handled in accordance with the Student Discrimination, Harassment and Bullying Policy.

Social Media Policy

Purpose: This policy is meant to outline the guidelines for use of social media for all staff, contractors, volunteers and the Board.

At School, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain

responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

This policy applies to all persons who work or volunteer for ACS. In addition, ACS expects students, parents and other members of the ACS community to follow the posting guidelines set forth herein.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity Website, Web bulletin board or a chat room, whether or not associated or affiliated with ACS, as well as any other form of electronic communication.

The same principles and guidelines found in ACS policies and these basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job or educational performance, the performance of others or otherwise adversely affects students, parents, suppliers, volunteers, people who work on behalf of School or School's legitimate business/education interests may result in disciplinary action up to and including termination.

Be respectful

Always be fair and courteous to fellow teachers or staff, volunteers, students, parents, suppliers or people who work on behalf of the School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students, parents, volunteers, staff, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or School policy.

Be honest and accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about ACS board members, fellow workers, students, parents, volunteers, suppliers, and people working on behalf of the School.

Post only appropriate and respectful content

- Maintain the confidentiality of School private or confidential information. Such information may include information regarding the development of systems, processes, know-how and technology. Do not post internal reports, policies, procedures or other internal business/School-related confidential communications. Do not post information about individual students or families and be sure to maintain confidentiality, as is protected and required under state or federal law.
- Do not create a link from your blog, website or other social networking site to a School website without identifying yourself as an employee or volunteer of ACS.
- Express only your personal opinions. Never represent yourself as a spokesperson for School. If ACS is a subject of the content you are creating, be clear and open about the fact that you are an employee or volunteer and make it clear that your views do not represent those of ACS, fellow workers, parents, students, suppliers or people working on behalf of ACS. If you do publish a blog or post online related to the work you do or subjects associated with ACS, make it clear that you are not speaking on behalf of ACS. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of Alamance Community School."

Student Pictures and Information

Parents, employees and volunteers shall not post any pictures of students on Facebook, Twitter, Instagram or any other form of social media or on the internet unless the Principal has approved such posting. This applies to all School functions,

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whether or not conducted on school property, including field trips. ACS 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 School to use their child's picture or image must fill out the Publicity Consent Form and turn it into the front office. If a picture is posted on our Coyote Pack, the School has the right to delete the photo.

Nothing in this policy shall prohibit a parent from taking and posting pictures of their own child, provided no other students are featured in such pictures. However, if other students are in the picture, it is the responsibility of the parent to get permission from the student's parent or guardian before posting pictures of other students.

Retaliation is prohibited

ACS prohibits taking negative action against any employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee or volunteer who retaliates against another employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Media contacts

Employees and volunteers should not speak to the media on ACS's behalf. All media inquiries should be directed to ACS's Managing Director.

Revised Internet Safety Policy - 8.21.25

Board Revised & Approved: 8.21.25

Introduction

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

Definitions

Technology Protection Measure

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

Harmful to Minors

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

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

Child Pornography

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

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

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

Sexual Act; Sexual Contact

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

Minor

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

Inappropriate Network Usage

To the extent practical, technology protection measures (or “Internet filters”) will be used to limit access to age-appropriate subject matter and materials. The school shall block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matters or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

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

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

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

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

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

dissemination of personal identifying information regarding minors.

Education, Supervision, and Monitoring

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. The school will also take all reasonable measures to prevent access to websites, web applications, and/or software that do not protect the disclosure, use, or dissemination of a student's personal information.

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

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

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

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

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

Instruction on Social Media Effects

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

1. Negative effects of social media on mental health, including addiction.
2. The distribution of misinformation on social media.
3. Methods of manipulating behavior using social media.
4. The permanency of information shared online.
5. How to maintain personal security.
6. How to identify cyberbullying, predatory behavior, and human trafficking on the Internet.
7. How to report suspicious behavior on the internet.
8. Personal and interpersonal skills or character education that enhances individual level protective factors and mitigates or reduces risk-taking or harmful behavior.

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

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 office.

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

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

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

Fever: The parent/guardian of any student with an oral temperature of 100 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without the use of fever-reducing medications.

Chickenpox (Varicella): Students are excluded until all blisters have formed scabs.

Head Lice (Pediculosis): The parents/guardians of any student found with lice will be notified and asked to pick up their student. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.

Impetigo: Student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.

Measles (Rubeola/Rubella): Student is excluded until physician’s approval is given and student is no longer contagious.

MRSA (Methicillin Resistant Staphylococcus Aureus): All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.

Nausea, Vomiting, Diarrhea: The parent/guardian of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.

- Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. Students are allowed to return to school on approval of the physician. The student may return when treatment has begun, has minimal drainage and the student is able to keep hands away from eyes.
- Scabies:** Students are excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- Strep Throat (Streptococcal and Staphylococcal Infections):** Students are excluded from school until treated with a prescription antibiotic for 24 hours and have been fever free for 36 hours without the use of fever reducing medications.

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

If notified that a student suffers from such immunodeficiency, the school principal 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 principal will notify the parents or guardians of an infected or immunodeficient student (or the student himself where appropriate) 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
Kindergarten and 7th Grade Health Requirements

All children in North Carolina must be vaccinated against certain diseases per General Statute (G.S.) 130A-152. Immunization records are checked when a child enters school. No student may attend any grade (Pre-K-12) without presenting a certification of immunization. The parent/guardian has 30 calendar days from the student’s first day of attendance to show proof of the required immunization or provide evidence that they are in process of completing their immunizations.

Religious or medical exemptions from this law require that a statement be made on file at the school in the student’s cumulative record.

Students entering Kindergarten must be five years old by August 31 and present a completed Health Assessment Report and up to date immunization records. Students entering grade 7th must have the Tdap and Meningococcal immunizations up to date. The health assessment shall be completed no more than 12 months prior to the date of school entry. Principals have both the authority and responsibility to exclude students who have not presented a health assessment report with 30 calendar days of school enrollment.

Parents will be asked to sign and provide a copy of the North Carolina Immunization and Health Assessment Requirement form when they register their child in school.

Kindergarten Required Vaccines

Vaccine	Number Doses Required Before School Entry*
<u>Diphtheria, tetanus and pertussis</u>	5 doses*
<u>Polio</u>	4 doses*
<u>Measles</u>	2 doses*
<u>Mumps</u>	2 doses*

<u>Rubella</u>	1 dose*
<u>Haemophilus Influenzae type B (Hib)</u>	4 doses*
<u>Hepatitis B (Hep B)</u>	3 doses*
<u>Varicella (chickenpox)</u>	2 doses*

* Please contact your child's healthcare provider or visit <http://www.immunize.nc.gov> for further information.

7th Grade/12 Year Old Required Vaccines

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

In addition:

Meningococcal conjugate vaccine (MCV) – 2 doses

One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.

Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.

If the first dose is administered on or after the 16th birthday the booster dose is not required

Tetanus, diphtheria, and pertussis (whooping cough) – Tdap

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

School Entry from 6th to 7th Grade

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

Garrett's Law

According to 115C-218.75. General operating requirements (a) Health and Safety Standards – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. **Garrett's law** was enacted in 2004. It mandates schools provide parents and guardians with information about meningococcal meningitis and influenza and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate that information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV. The following materials are available to support this effort:

- <https://www.cdc.gov/meningococcal/index.html>
- <https://www.cdc.gov/hpv/parents/index.html>
- <https://www.cdc.gov/flu/index.html>

Please visit <http://www.immunize.nc.gov> for more information.

Medication Administration

For a student to receive prescription and non-prescription medicines at school, a parent/guardian consent and written authorization from a licensed healthcare provider are required.

Medications cannot be given to a student at school until an **ACS Medication Administration Authorization Form** has been received. A separate form is required for each medicine. New authorization forms are required every year at the beginning

of school, whenever the dose or directions change, or when a new medicine is prescribed. **It is the parent's responsibility** to provide all medicines to be given at school.

Each medicine must be in an appropriately labeled container that corresponds with the completed Medication Administration Authorization form.

Over the counter medications must be in the original nonprescription container. Please refer to the Forms Section of this handbook for the **Medication Administration Authorization Form** or you can download the form from our website under the Parents > Documents and Forms menu.

All medicine must be picked up at the end of the school year by a parent/guardian. Any medication not picked up within the given time frame will be discarded.

No student shall give to or receive from another student any medication, either prescribed or over the counter. Any such exchanges may be considered a serious offense and may result in suspension.

To protect your student's well being, there will be no exception to this policy. If you have any questions about this policy, or other issues related to the administration of medication in school or during school-sponsored activities, please contact the Administrative Assistant in the building. Thank you for your cooperation.

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

Rationale

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

North Carolina State Recommendations

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

Self-administration of Medications in School

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

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

- A. The student's parent/guardian must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
 - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
 - b. Self-administration of required medications is part of the student's treatment plan
 - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
 - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student's parent/guardian must submit a completed "**Request for Medication Administration in School**" form
- C. The parent/guardian must provide ACS backup medication that will be kept in their homeroom classroom to which the student has immediate access in the event the student does not have the required medication.
- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate "Individualized Health Care Plan" (IHCP) will be completed by the school principal or his/her designee in partnership with the parent/guardian and student.
- E. The student must demonstrate to the school principal or his/her designee the knowledge, competence, and skills necessary to self-administer medication.
- F. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

Special Health Conditions

If your child has a health condition a **Student Health Information Form** MUST be filled out and returned to the front office, so the appropriate care can be given to your child during school hours. Please refer to the Forms Section of this handbook for the **Student Health Information Form** or you can download the form from our website under the Parents menu > Documents and Forms. Examples of health conditions that the school needs to talk to parents about include diabetes, asthma, severe allergy, seizures, sickle cell disease, etc.

The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3. Please refer to the Forms Section of this handbook for the **Medication Administration Authorization Form** (requires physician signature) and the **Diabetes and Medical Management Plan** or you can download the forms from our website under the Parents > Documents and Forms menu

The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board of directors of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to carry out the provisions of G.S. 115C-375.2A. Please refer to the Forms Section of this handbook for the **Medication Administration Authorization Form** (requires physician signature), **The Student Agreement for Self-Carried Medication Form** (if the student will be keeping the epi pen in their backpack instead of the front office), and the **Severe Allergy Care Plan** or you can download the forms from our website under the Parents > Documents and Forms menu.

You can find all forms in the back of this handbook or you can download the forms from our website under the Parents > Documents and Forms menu.

For Asthma, please print and fill out:

1. **ACS Medication Administration Authorization Form** (requires physician's signature)
2. **ACS Asthma Action Plan** (to be completed by the physician)
3. **Student Agreement for Self-Carried Medication Form** (if the student will be keeping the inhaler in their backpack instead of the front office)

For Allergies requiring antihistamines and Epi-Pens, please print and fill out:

1. **ACS Medication Administration Authorization Form** (requires physician's signature)
2. **ACS Allergy Action Plan** (to be completed by the physician)

For Seizures, please print and fill out:

1. **ACS Medication Administration Authorization Form** (if student requires medication, must be signed by a physician)
2. **Seizure Care Plan/Emergency Action Plan**

For Concussions, please print and fill out:

1. Return to Learn: **Academic Accommodation Plan following Concussion** (to be completed by the physician)

Allergy Policies for Snack and Lunch Time

- Lunch will be eaten in the classroom or outside. There will be space designated for life-threatening allergies for lunch, as needed. Parents are responsible for reporting to ACS, in writing, allergy information. For the **Allergy Action Plan Form**, please refer to the Forms Section of this handbook
- All trash from lunch must be disposed of in the designated classroom trash can.
- All food sent in or brought in by parents for the class must be purchased at the store, with an ingredients and allergy label and must be peanut and tree nut free.
- 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.

Extra Curricular Activities & Athletics

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

Middle School Students: Middle school students must meet the promotion requirements set forth by ACS. In order to continue participating students must maintain a C average. Grades will be checked at the end of each trimester by the Club Sponsor &/or Athletic Director. Students eligible at the beginning of a trimester will remain eligible throughout that trimester, but they may lose eligibility if the end of a trimester falls within their club or sports season.

Parents and students will monitor the progress of their students' grades throughout the trimester. The Club Sponsor &/or Athletic Director will communicate with those families if said student becomes ineligible prior to the start of new trimester or athletic season. Academic grades must be satisfied, prior to the student regaining eligible status.

2025 - 2026 Athletic Handbook

This athletic handbook is designed to inform athletes and their parents or guardians of the rules, regulations, and information that will help develop a tradition of athletic excellence at Alamance Community School. Athletic participation on our teams is a ***privilege*** and not a right. Those who choose to participate are expected to follow the code of conduct established by the school as well as specific coaches' rules for their sport. Athletes should always remember that they represent their family, school, student body, and community. We require that parents as well as athletes take time to read this handbook so you can properly support the school and help your student-athlete.

Athletic Director Message

The primary purpose of the athletic program at Alamance Community School (ACS) is to promote the physical, mental, social, emotional, and moral well being of each participant. We believe athletics is an extension of the classroom and contributes to the student-athlete's educational experience. We encourage participation in athletics because it provides students with important lessons for life such as teamwork, self-discipline, hard work, sportsmanship, and how to strive for success. We hope that by participating in athletics, our student-athletes will have a positive experience that will prepare them to be successful and well-rounded in their adult lives.

The staff of ACS consider athletics to be an important part of the total school experience. Participation is completely voluntary and open to all eligible students. Although participation in athletics is voluntary, student-athletes are representing their family, school, team, and community. ACS has set ambitious standards as a requirement for participation. These standards include academic requirements, good sportsmanship, and exemplary personal conduct. Each student-athlete will be held responsible for following the school rules, the rules of the athletic department, and their individual team rules. Participation in ACS athletics is a privilege and should be taken seriously. ACS Student- Athletes are ambassadors for our school and should see themselves as such. I know you will be a model student-athlete and be a great addition to the ACS Athletic Program.

Darius J. Long, M.S.M.

ACS Athletic Director

Athletics

Extracurricular activities include any athletic team or athletic clubs that represent ACS in competition. To be eligible to try out and remain eligible to participate for any sport, or sport clubs, ACS, students must meet the following criteria:

Middle School Students & Athletics: Middle school students must meet the promotion requirements set forth by ACS. In order to continue participating students must maintain a C average. Grades will be checked at the end of each trimester by the Athletic Director. Students eligible at the beginning of a trimester will remain eligible throughout that trimester, but they may lose eligibility if the end of a trimester falls within their sports season. Winter and spring sports must have a C average in the trimester preceding tryouts.

Parents and students will monitor the progress of student-athletes' grades throughout the trimester. The Athletic Director will communicate with those families if said athlete becomes ineligible prior to the start of new trimester or athletic season. Academic grade must be satisfied, prior to the athlete regaining eligible status.

Interscholastic Competition

Interscholastic Athletics are programs that are both educational and athletic based. Competition between two or more schools on the middle school-high school level. Interscholastic athletics are competitive, but teach and build strong principles in student-athletes. Interscholastic competition at ACS is not a recreational, club, community, AAU team or program. Therefore, rules of play, competitive expectation and educational standard may reflect a different experience for families unfamiliar with interscholastic competition in North Carolina.

Athletics Eligibility Requirement Guidelines

- All students must be enrolled in ACS full time to participate in interscholastic athletics. Homeschool/virtual or part-time students are not eligible.
- Students must be in 6th, 7th or 8th grade.
- Student athletes are permitted (6) eligible athletic semesters when entering 6th grade. No student shall compete in interscholastic sports in middle school longer than this term. The Athletic Director will communicate with families if a student has reached (7) semester and next steps.
- No reclassified athlete that has completed grade (8) shall compete in Athletics at ACS.
- 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 and will be determined by the Principal with input from the Athletic Director and Coach.
- The student is not allowed to participate or attend any sport or co-curricular contest 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.
- All athletes must have had a physical within one year prior to the first day of tryouts and provide written proof of the physical. Concussion Forms must be completed and on file for each school year as well.
- Any athlete who quits a team voluntarily, not including medical reasons, could potentially forfeit eligibility to participate in ACS athletics for the next season. Athletic Director, and or Principal shall communicate to families if their athlete has forfeited eligibility.

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 365 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 to the office prior to the first day of practice or tryouts. The student shall not participate in any tryout, practice session or contests until the completed physical has been turned in.

Medication Responsibilities

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

Statement of Risk

Participation in athletics at Alamance Community School is completely voluntary. The decision to tryout, attend practices or games is the sole decision of the student-athletes family. With that said, there is an inherited risk in participating in physically active/contact sports on the interscholastic level in North Carolina. By participating in interscholastic athletics at Alamance Community School all stakeholders understand that risk. Therefore, **release all parties connected to Alamance Community School of any liability for injury that may occur. Individuals are playing at their own risk.**

Concussion Awareness

On June 16th, 2011 the Gfeller-Waller Concussion Awareness Act was signed in an attempt to educate student athletes, parents, coaches and first responders on the symptoms and expectations related to concussions. In order to meet these regulations, student athletes as well as their parent/guardian are required to read and sign the *Concussion: Information for Student-Athletes & Parents/Legal Custodians* document.

This is an annual requirement for participation in Athletics at ACS. The document is meant to help educate families on the symptoms and obligations associated with concussions. *Information regarding the Gfeller-Waller Concussion Awareness Act can be found at* <http://gfellerwallerlaw.unc.edu/GfellerWallerLaw/gwlaw.html>

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. <https://www.nchsaa.org/insurance-program/>

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 attendance at school at least one half of the school day in order to participate in practice or contests during the same day or evening. If a student is not in attendance due to illness, injury or other required school or family commitment, the student should make prior arrangements with the coach for an excused absence. Students will be excused from team practices and/or contests during regular school vacation periods. It is the expectation of the coach and athletic department that the student will notify the coach at least 2 weeks prior to the excused absence.

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

Students absent from athletic practice for five or more consecutive days due to illness or injury must receive a medical release from a physician licensed to practice medicine before remittance to practice or contests. Students with potential head injuries must receive a medical release by a physician licensed to practice medicine before 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 to pay the retail 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 succeeding seasons until this obligation is met.

Inappropriate Actions, Behavior and Conduct

The Coach, Athletic Director, and Administration reserve the right to deny athletic participation to any student whose inappropriate actions or conduct are not specifically covered in this handbook or individual team rules. This includes but not limited to the following;

Unsportsmanlike conduct, insubordination, inappropriate behavior/conduct in school or at home or away contests, etc. are not representative of ACS students, teachers or families and will not be tolerated.

Exemplary actions, behavior and conduct is expected from all parties in attendance. Any student, parent, or individual that exhibits unsportsmanlike conduct or inappropriate behavior will be barred from any additional athletic events that season. A second offense in subsequent seasons will result in the barring of said individual from any athletic contests involving ACS for the remainder of the school year.

24 Hour Rule

ACS parents and coaches will be expected to follow a 24 hour rule in regards to communicating with one another. ACS coaches are competitive, and ACS parents are passionate about their children. There may be times when coaches and parents disagree about playing time, position, strategy, or any number of different things that impact a student athlete's interscholastic experience. The appropriate time to discuss these matters is not immediately following an athletics contest. As a result, parents should not contact a coach within 24 hours of any such contest. Once the 24 hour window has passed a parent may request a meeting with the coach in order to discuss the disagreement. Parents and coaches should remain cordial and respectful during any such meeting. The Athletic Director can be present in the meeting at the request of the coach or parent. To serve as facilitator of meetings in instances of continued disagreement.

Travel and Transportation

Alamance Community School is not responsible for transportation to and from practice, games or events on the athletic schedule. This is the sole responsibility of the parent/legal guardian to provide for their student-athlete.

Coaches will provide parents with expected arrival times for practice, games, meets, team meetings and special events. It is expected that parents will respect the coaches' time and are prompt in picking up their athletes. Coaches are expected to stay with students no more than ten minutes past the anticipated arrival time that was given to the parents.

Any issues with parents failing to pick up their athlete on time will be handled by the Coach, Athletic Director and/or Principal and the student's ability to have continued participation in practice and future games may be impacted.

Parents driving students other than their own, will need written consent from the parent or guardian of the athlete they will be transporting. This shall be signed and dated. **This consent releases all parties connected to Alamance Community School for any injury or accident that may occur.** This information should be provided to the Coach & Athletic Director prior to transporting athletes.

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

Athletic Participation Fee

ACS will be committed to offering athletic programs to our Middle School. A participation fee will be recommended to help cover the costs of officials, field rentals, uniform and equipment needs. The amount will be \$25 per season, per sport, per athlete not to exceed \$75 per athlete each year.

There will be no refunds of the Athletic Participation Fee unless the student athlete suffers a season ending injury prior to the midpoint of the season, which precludes them from participating in one-half of the regular scheduled season.

Athletic Participation Fee does not guarantee playing time or control over any conditions of the team.

All athletes are expected to help with fundraising efforts. This includes; but not limited to (*fundraiser events, selling discount cards/books, athletic camps or tournaments.*) or other means of raising funds for the ACS athletic department.

Athletic Grievance Policy

All issues, concerns or complaints must be addressed in private at a time previously scheduled with the coach. Concerns should not be addressed in front of the other student athletes and parents. 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. Principal

For matters that meet the grievance requirements, follow the School's Grievance Policy. It is imperative to follow the proper order of the AGP. Deviations from this could impact student-athletes status on said team and delay potential outcomes of athletic grievance.

Tryouts

Students are strongly encouraged to participate in all tryout sessions. However, must be in attendance for at least one tryout session to be considered 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 per athletic season. Only students who are currently enrolled at ACS may attend tryouts. Coaches may choose to have conditioning sessions prior to tryout dates, where conditioning sessions are recommended to attend; they are not mandatory. And do not prevent eligible athletes from trying out for a team.

Inclement/Hot Weather Guidelines for Outdoor Sports

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

School Disciplinary Action

Students currently under suspension at school will not be permitted to practice or play in games. This includes dressing for a game. Wearing (team uniform), traveling with the team, entering the locker room, sitting on the team bench or any involvement in team huddles. Students with 2 or more suspensions during the school year may be removed from the team and will remain ineligible until the next school year.

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 at all athletic activities
7. Maintain academic eligibility

Parent Responsibilities

1. Ensure your child attends practices fully prepared and dressed appropriately

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2. Pick up your child after every practice and game promptly. Respect coach time commitment.
3. Respect the coach's decisions at all times
4. Respect your child's teammates, their opponents and the contest officials at all times
5. Represent the school well at all athletic activities
6. Volunteer as needed at games and practices

Coach's Responsibilities

1. Be on time at all practices and events for the team
2. Come prepared to run an efficient and effective practice for all of the athletes on the team
3. Act fairly without favoring students during practices
4. Develop strategies and formations that will benefit the team as they strive for success
5. Give 100% effort at every practice and game
6. Respect your student athletes, their opponents and the contest officials at all times
7. Communicate parent or student issues to Athletic Director, Principal or Managing Director

Athletic Director Responsibilities

1. Partner with teachers of athletes and monitors to ensure behavior and academic expectations are being met and that students have met all athletic eligibility requirements
2. Oversee the distribution, collection, storage, upkeep, and replacement of all athletic uniforms and equipment.
3. Lead fundraising efforts.
4. Plan and communicate the athletic calendar for each sport throughout the year and ensure events are added to the ACS Events calendar
5. Ensure all coaching positions are filled with competent and properly trained coaches. Each coach is required to successfully complete a background screening prior to coaching.
6. Review expectations, guidelines, and rules of play with coaches prior to the start of each season.
7. The athletic director will work with coaches and families to ensure that students have transportation to and from practices, matches, and games.
8. Confirm officials for all contests hosted by ACS
9. Represent ACS at athletic events throughout each season. Be visible and available to support coaches, players, and parents.

Extracurricular & Athletic Substance Abuse Policy

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

1. An initial meeting will take place with the Athletics Director or Building 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.

Regulations

Conference scheduling shall take priority over non-conference schedule:

Alamance Community School, holds membership for 25-26 in the *Piedmont Middle School Athletic Conference*. (25-26 Members ; Alamance Community School ,Burlington Christian Academy, The Burlington School and Grace Christian Academy.)

ACS Athletics Programs 2025-26; Co-Ed Cross Country, Boys Soccer, Girls Volleyball, Girls Basketball, Boys Basketball, Cheerleading , Co-Ed Golf & Girls Soccer.

Athletics shall be played during appropriate interscholastic season of the school year and run as follows:

- Fall - Beginning no earlier than ten (10) school days prior to the first day of school for students in the fall trimester to November 15
- Winter - October 15 to March 1
- Spring - February 1 to the end of the spring trimester

Cross Country

Preseason Scrimmage

One pre-season scrimmage is permitted with other school teams in an academic year. The scrimmage does not count as one of the 14 regular season contests.

Regular Season Contests

The number of regular season contests is limited to no more than 14 in an academic year. Up to two additional contests may be played in lieu of a postseason championship meet in an academic year.

Weekly Limitations

Teams and/or individuals may participate in two regularly scheduled contests per week.

Emergency Exception

A single contest postponed because of an emergency may be rescheduled and played in addition to the number of contests permitted per week.

This decision should be made by the athletic directors of both schools in conjunction with conference's President and officers.

Make-up Games

Any single contest postponed because of emergency reasons (e.g. inclement weather, epidemics, mid-term exams, etc.) may be rescheduled and played, in addition to the regular number of contests allowed per week.

1. Postponed games will be made up in the order of postponement on the next possible date.
2. Saturday will not be used as a makeup day, unless mutually agreed upon by the principals of the two schools involved.

Post Season

The number of championship meets is limited to one in an academic year.

Adopted Contest Rules

The maximum distance for middle/junior high school students is two miles.

Volleyball

- All federation rules apply, with the following exceptions: All game balls must have the NFHS stamp.
- The game shall be played with max three sets, with winner decided after (2) wins
- The game shall be played to (25), in event of tie team must win by (2)
- Volleyball “friendly” to (15) can be played at the conclusion of the winning game. AD/Official and Coaches agree prior to the start of the set.
- A line judge is provided by each team.
- This will be a single elimination tournament held in October.
- The home team will provide a certified volleyball judge/official
- Normal league rules apply with the following exception during the regular season only:
- For serving purposes, the server should be given the opportunity to serve from a shorter serving line, or use a Volleyleite volleyball (per USA Volleyball recommendations)
- There will be a single elimination tournament held in October each year.

Soccer (Girls and Boys)

- Federation rules apply with the following exceptions:
- All halves will be 30 minutes in length
- Soccer Ball that will be used will be Sz. (5)
- During the regular season, if the game is tied at the end of regulation, teams will play one 5-minute halves. The entire overtime does not have to be completed - this is a sudden death/golden goal situation. If at the end of the 5 minutes the teams are still tied.
- During tournament play, if the game is tied at the end of regulation, teams will play one 10-minute overtime (not sudden death, the entire overtime must be completed). If at the end of the 10 minutes the teams are still tied, then PKs will be used to decide the winner.
- The home team must provide at least two certified officials for each home match.
- Home teams should provide a cooler of water for the visiting school. (when applicable)
- There will be a single elimination tournament held in October each year.

Basketball

- NFHS/NCHSAA rules apply with the following exceptions:
- Quarter length will be 6 minutes.
- The ball that will be used for boys (29.5) and girls (28.5)
- Running Clock following a team with 25 point led, below 25 point led clock will run as normal
- Full-court pressing is not allowed if a team has more than a 10-point lead. Defensive players may apply pressure once the team on offense crosses the midcourt line.
- It is not considered a press if pressure is applied in the back court against a team trying to advance the ball in transition. When the press rule is violated, the team being pressured will receive the ball out of bounds under their own basket.
- There shall be no “5th quarter” unless decided previously by AD’s, Coaches and Game Officials
- The home team must provide at least two certified officials for each home games
- Home teams should provide a cooler of water for the visiting school (when applicable)
- There will be a single elimination tournament held at the end of January each year

Cheerleading Philosophy

Cheerleaders serve as a support group for the different interscholastic athletic teams within ACS. Cheerleaders should always improve student morale, boost team spirit, and help a school achieve the most worthwhile objectives in its interscholastic program.

Golf

Preseason Scrimmage

One pre-season scrimmage is permitted with other school teams in an academic year.

The scrimmage does not count as one of the 14 regular season contests

Regular Season Contests

The number of regular season contests is limited to no more than 14 in an academic year.

1. Regular season contests are limited to nine holes.
2. However, in tournament play, 18 holes are permitted.
3. Up to two additional contests may be played in lieu of a post-season championship tournament in an academic year.

Weekly Limitations

Teams and/or individuals may participate in two regularly scheduled contests per week.

Emergency Exception

A single contest postponed because of an emergency may be rescheduled and played in addition to the number of contests permitted per week.

This decision should be made by the principals of both schools in conjunction with conference officers.

Make-up Games

Any single contest postponed because of emergency reasons (e.g. inclement weather, epidemics, mid-term exams, etc.) may be rescheduled and played, in addition to the regular number of contests allowed per week.

1. Postponed games will be made up in the order of postponement on the next possible date.
2. Saturday will not be used as a makeup day, unless mutually agreed upon by the principals of the two schools involved.

Post Season

The number of championship tournaments is limited to one in an academic year, and athletes may play 18 holes.

Game Rules

Games rules follow those of the United States Golf Association (USGA).