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**2021 - 2022 School Year
K - 8th Grade Handbook**

The Capitol Encore Academy
126 Hay Street
Fayetteville, NC 28301
www.capitolencoreacademy.org





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Greetings TCEA Parents/Guardians,

As the start of the school year approaches, there is much uncertainty about the operation of schools under the pressures created by the presence of COVID-19 in our community. You can view state guidance on school reopening on the following websites:

NC DPI: Lighting Our Way Forward:

<https://www.dpi.nc.gov/news/covid-19-response-resources/lighting-our-way-forward>

North Carolina Department of Health and Human Services:

<https://covid19.ncdhhs.gov/guidance#schools>

The Capitol Encore Academy (TCEA) will adhere to all state-mandated requirements to keep our students, faculty, staff, and stakeholders safe. These documents are live and are subject to updates according to the most current state guidelines and district policies, procedures, and resources that are available.

Sincerely,

TCEA Administration



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Mission Statement

The Capitol Encore Academy develops artists who inspire others with principles of design through the integration of academic excellence, positive character, and disciplined artistry.



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School Hours

Grades K-8 7:50 AM - 3:00 PM
Half-Day Dismissal 11:45 AM for all students

School Office Hours

Monday - Friday 7:30 AM-3:30 PM

Board of Directors

Wendy Hustwit – President
Jeremy Fiebig – Vice President
Jason Poole – Board Treasurer
Dr. Ulysses Taylor – Board Secretary

Administration

Gerard Falls, School Director
gerard.falls@capitolencoreacademy.org

Jonathan Thomas, Assistant Principal (K-4)
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Kimberly Sinceno, Assistant Principal (5-8)
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Jimia Brantley, Dean of Students (K-8)
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Joe Salisbury, Business Manager
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Tabitha Trojan, Office Manager
tabitha.trojan@capitolencoreacademy.org

As a Public Charter School, The Capitol Encore Academy will not charge any admission fees, application fees, tuitions fees, textbook fees, or any other fees to any student or parent/guardian of any student, no matter of their race, color, cultural heritage, national origin, religion, age, sex, sexual orientation, marital status, physical or mental disability, political affiliation, source of income, veteran status or any other status protected under local, state, or federal law.



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Educational Service Provider

The Romine Group
7877 Stead
Suite 100
Utica, MI. 48317

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OVERVIEW OF GENERAL INFORMATION

General Information

The regular school day begins at 7:50 AM and ends at 3:00 PM. Breakfast will be available from 7:30 AM -7:50 AM. Students will be permitted in the school at 7:30 am and are to report directly to the kitchen if they want to participate in breakfast. Breakfast is a prepaid system and families qualify for free/reduced status according to the same guidelines followed for lunch.

Second Chance Breakfast is a new initiative, where we are offering tardy students the opportunity to get a meal after breakfast closes. We understand there are circumstances that prevent students from arriving on time. However, the need for a healthy breakfast for students is still there. Studies have shown that when a student eats a healthy, full breakfast, their attentiveness in class is better and they score better on tests. From 7:50 am until 8:15am, tardy students will have the opportunity to get breakfast on their way to class. If your student is approved for Free/Reduced Meals, they will still get this rate for breakfast.

STUDENTS ARRIVING AFTER 7:50 AM MUST BE ACCOMPANIED BY A PARENT. THEY MUST SIGN IN AT THE FRONT DESK AND WILL BE CONSIDERED TARDY. IF THERE IS NO STAFF MEMBER PRESENT OUTSIDE TO RECEIVE YOUR STUDENT, PLEASE WALK YOUR STUDENT IN TO THE FRONT OFFICE TO CHECK THEM IN. THIS IS IMPORTANT FOR STUDENT SAFETY

REGULAR DAILY SCHEDULE (K-8th Grade)

7:30 AM Doors Open—*students should report directly to homeroom or pick up breakfast*

7:30 AM-7:50 AM Breakfast is consumed in classrooms (**7:50-8:15 AM 2nd Chance Breakfast**)

7:50 AM-3:00 PM Student proceeds through school day with homeroom teacher
Each student will have twenty-five minutes to complete his or her lunch. There are 3 lunch periods for students:

1st Lunch (K-1) – 11:00 AM -11:25 AM

2nd Lunch (2-4) – 11:30 AM – 11:55 AM

3rd Lunch (5-6) – 12:00 PM – 12:25 PM

4th Lunch (7-8) – 12:15 PM – 12:40 PM

Half Day Schedule



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Students are released at **11:45AM**, lunch is **NOT** served.

Office Hours

Monday-Friday 7:30AM-3:30PM

EMERGENCY CLOSINGS

In the event of a school closing due to weather or other emergencies, please check the local news stations, Class Dojo, as well as, Facebook page. In the event of a non-weather-related school emergency, you will be contacted by TCEA personnel, so **it is important that you keep your information updated at the front office.**

DAILY PROCEDURES

—ARRIVAL

Parents of students may drop off their children at their designated entry doors or Drop-off points.

Students should arrive at school between 7:30 AM and 7:50 AM, however students will NOT be permitted to enter the building until 7:30 AM, unless they are in the Before School care program. *Please have students dress appropriately for the weather if they will arrive prior to 7:30 AM—No matter the weather conditions they will not be permitted inside the building prior to 7:30 AM.* Students need to enter the building in an orderly fashion; they may not run, shout, or otherwise act in a disorderly manner. All students wearing hats need to remove them upon entering the building.

Prompt arrival into the classroom is essential. Classroom doors shut at 7:51am and all students entering the school building after 8:00 AM will be considered tardy. Students entering the building after 7:50 AM must be accompanied by a parent/guardian. **No parents can accompany their child to class after 7:50 AM.**

AM & PM FACILITY SAFETY PROCEDURES

Parents are not to park or stand in the drop off zones. They are for quick drop off only. A parking lot map & details may be picked up in the main office. Students and parents are only to use the main entrance doors for entering & exiting the building between 6:30 AM and 3:30 PM. The main entrance is located on Old Street. All visitors during this time MUST report to the office, sign in and provide their driver's license, to be scanned for safety purposes. Visitors will NOT be permitted into the classroom corridors without prior approval or a scheduled appointment. When the appointment is completed, visitors must check out at the front desk. This is for the protection of all students and staff in the building.

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School Day Visitor Procedures

- The school doors will lock at 7:50 AM and remain locked until 3:00 PM.
- ALL visitors will need to be buzzed into the Old Street entrance by the main office to gain entry to the building.
- ALL visitors over the age of 18 must have a valid driver's license or other government-issued ID in their possession.

Failure to produce a valid driver's license or other government-issued ID will result in your being denied entrance to the school.

- ALL visitors' IDs will be scanned in the office area to complete a background check upon entry to the school. (Information obtained is not stored and only viewed by the main office staff at the point of scanning to ensure the safety of our building. Upon findings that are of a concern, staff will simply inform the visitor that they will not be granted access to the building, and they will be asked to leave the premises.)

LUNCH

Until further notice, lunch will be served in classrooms in order to mitigate health risks due to COVID.

Each student will have twenty-five minutes to complete his or her lunch. Students are expected to follow the Lunch Room Behavior Code and respect all adults, staff, or parent volunteers enforcing this Code.

- Students are expected to sit during the lunch period and ask permission to move otherwise.
- Students are to use normal/table voices when conversing with other students.
- Students are expected to use good table manners while at lunch and to clean up their area after eating.
- During the last 5 minutes of lunch, K-4 students will go to a voice level Zone Zero and will start the cleaning process. K-4 students will remain at Zone Zero through lunch room dismissal

Any student that does not follow the Behavior Code will be redirected according to behavior code.

Continual problems will result in loss of cafeteria privileges and the student will be required to eat in the school office or other assigned area with their parent/guardian if necessary. A daily lunch program is offered to all TCEA students from an outside food service. Menus can be found by checking the TCEA website for a link to the food service website. A payment system will be provided, which requires prepayment of lunches. Lunch payment can be prepaid via the website www.schoolcafe.com with each student's id number or with a check or money order made out to The Capitol Encore Academy.



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There are no refrigerators or microwaves for student use. All lunches brought in need to be prepared ahead of time. Drink boxes, for example, can be frozen the night before and packed in the student's lunch to keep items cool.

Parents/guardians may sign their students out for lunch; however, they must not miss class time. If students are missing class time due to off-site lunch plans, they will receive a tardy that will accrue to absences. (See attendance guidelines for details.) This will not be excused.

Parents/guardians may order from a third-party vendor to have lunch delivered for their student, however, it must already be paid for. The office will receive the item, but staff are not responsible for signing for it or paying for it. If this occurs, the vendor will be refused and turned away at the door and any expense incurred will be the responsibility of the parent/guardian.

Parents/guardians may also bring lunch and drop it off in the main office, but it must have the student's name and teacher on it. (Please note students will not be pulled out of class to come and get their lunch. The student will have to come down to the office during their designated lunchtime to pick it up.)

Parents/guardians are permitted to sign in at the front desk and eat lunch with their student. Students are not allowed to have classmates join them for lunch with parents and, due to an increase in enrollment, **no parent visits will be allowed during the lunch period until after September 11th.** Furthermore, **at no time are caffeinated beverages or other similar products permitted for students per the USDA Smart Snacks rule, which is a requirement to the National School Lunch Program Guidelines.**

RECESS

Students in grades K-5 have daily recess for approximately 30 minutes. Students are required to stay in the designated recess area and follow all school policies. All students are required to participate in recess time, so it is the parent's/guardian's responsibility to make sure they are dressed appropriately for the weather.

Students will go outside for recess when the temperature is above 40 degrees.

In the event of inclement weather or extreme temperatures, recess will be held in the student's classroom.

DISMISSAL

At no time will the school permit a student to be dismissed without a parent/guardian.

Students are not permitted to walk home or leave with a friend without written parent/guardian permission and approval in the main office. Repeated offenses will be turned over to the School Director and/or support staff for review and follow-up.

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Students in grades K-8 are dismissed from their classroom at 3:00pm. Parents are required to follow all instructions for dismissal. **Parents who do not pick up their child by 3:25 PM will be charged a late fee of \$5. If the student is picked up between 4:00-4:30 PM the fine will be \$10, and a pick up after 4:30 PM will have a fine of \$15. Cash, Paypal, Credit or Debit cards are accepted for payment.** Students may not wait in the building or on the premises without staff supervision.

INDIVIDUAL STUDENT DISMISSAL

Students will be dismissed from their classroom to a parent/guardian or emergency contact until the age of 18. Students will not be dismissed to any other adult or peer unless prior written arrangements are made with the office. This procedure will guarantee the safety and well-being of all students.

Parents/Guardians are required to go to the office to pick up their child at times other than normal arrival and dismissal. The Parent/Guardian is not to go directly to the classroom but report to the office where they will be required to sign students out. After approval from the main office, the student's educator will send the student to meet the parent at the office. Parents should not go to the classroom to pick up the student. This causes disruption to the learning environment.

PROCEDURE FOR LATE ARRIVAL and PARENT-REQUESTED EARLY RELEASE

1. Late Arrivals: parents are asked to call the school when their child is going to be late. Upon arrival, the student must report to the front desk accompanied by their parent/guardian to sign in.
2. Educators will be informed of whether the late arrival is "excused" or "unexcused."
3. **For parent-requested Early Release, a phone call or arrangements must be made prior to 2:00pm the day of the requested early release and must be for medical or emergency purposes.** This is to ensure minimal disruption to the learning environment for your child and others, ensure your child has all their materials to go home, and most importantly, ensure the order and safety of our entire building.
4. A student will be considered absent for the morning if he/she arrives after 10:30am and for the afternoon if he/she leaves before 12:00pm.
5. All documentation will be maintained in the student record.

BEFORE AND AFTER SCHOOL CARE PROGRAMS

Before School Care:

Only students who are presently enrolled in The Capitol Encore Academy are eligible for the **TCEA Before School Care Program**, which is provided by TCEA staff. The program



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has a \$200 registration fee per student (\$150 per student for families with multiple students registered) which covers the entire school year. Families may arrange to pay the fee in multiple installments if needed by contacting the Business Manager. Payment must be received in advance. ***If students are not registered for the Before School Care Program and arrive prior to 7:30 AM, they will not be allowed into the building and will NOT be the responsibility of TCEA until the doors open at 7:30 AM.***

After School Care:

Only students who are presently enrolled in The Capitol Encore Academy are eligible for the **TCEA After School Program**, which is provided by TCEA staff. The program offers a snack, homework time, recess and activities. The program rates are \$15/day, \$65/week or \$225/month. While on a Plan B (A/B) Schedule the fees are \$15/day, \$25/week or \$100/month. Payment must be submitted in advance.

A/B Schedule: The program rates are \$15/day, \$25/week, or \$100/month.

WITHDRAWAL OF STUDENT FROM BEFORE AND AFTER SCHOOL PROGRAMS:

The Capitol Encore Academy reserves the right to exercise immediate withdrawal of any student or individual if it is deemed that such person(s) fails to abide by the rules established for the program. A student may also be withdrawn from the Before and After School Care programs if the fees are not paid. Written notice will be sent to the parent or legal guardian explaining reasons for withdrawal.

All students enrolled and participating in the Before or After School Care Programs are subject to the same rules of conduct as during the school day. Program staff members are permitted to issue Student Conduct Referrals as appropriate and forward to the School Director/administrator for follow-up. Program staff are also designated to inform the Program director of student issues and students may be dismissed from the Before and After School Care program if deemed necessary by the directors.

NO-RESCUE POLICY

TCEA works to train and educate students towards self-reliance. Therefore, students are not allowed to call home and ask parents to bring in homework, projects, and calm upset feelings or arrange sleepovers, etc. Because TCEA values the educational time entrusted to teacher, teachers will release students to the office to ask to use the phone only in emergency situations.

Office staff will use the following procedures when a student asks to use the phone:

1. The office staff will ask the student why he or she wants to use the phone. Care will be given to assess the student's predicament. A decision will be made by the staff person



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(based on the above stated purpose) whether the student should be allowed to call home.

2. If it is determined that the student should work through the issue without calling home, the staff person will discuss with the student resources available at the school to help.
3. When the student is determined able to manage the problem, he or she will be sent back to the classroom.
4. If after working with the student, it is determined that he or she will not be able to function at school appropriately, the staff person will call the parent. From experience, however, it is not expected that this will be the typical result.

TELEPHONE

A telephone is available in the school office for EMERGENCY phone use by students. During the school day, permission to use the telephone must come from the office personnel. It is also school policy for students to work out any concerns with staff when adult intervention is needed, not with parents by phone. **Cellular phones are not permitted to be used at school without administrative approval. If a student is found using a cellular phone, it will be confiscated and a parent must come in to obtain the phone. Refusal to turn in a cell phone will result in further disciplinary action.** Please see policy for prohibited electronic devices for additional procedure of handling students utilizing a cell phone without approval.

VISITORS

Adult visitors are always welcome. However, to ensure awareness of who is in the building at all times, visitors are to register at the front office and wear a visitor's badge. Students or parents from other schools wishing to visit must make prior arrangements with the School Director and a fifteen-minute observation will be scheduled with an educator. Any visitors that will be spending more than four hours in a week at TCEA will be required to meet all criminal/background screening at the cost of the visitor. This is to ensure the safety of all TCEA students and staff.

Visitor Procedures

- The school doors will lock at 7:50 AM and remain locked until 3:00 PM.
- ALL visitors will need to be buzzed into the Old Street entrance by the main office to gain entry to the building.
- ALL visitors over the age of 18 must have a valid driver's license or government-issued ID in their possession.

Failure to produce a valid driver's license or other government-issued ID will result in your being denied entrance to the school.

- ALL visitors' IDs will be scanned in the reception area to complete a background check upon entry to the school. (Information obtained is not stored and only viewed by the main office staff at the point of scanning to ensure the safety of

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our building. Any findings that are of a concern, our staff will simply inform you that you will not be granted access to the building, and you will be asked to leave the premises.)

VOLUNTEER POLICY

The Capitol Encore Academy recognizes that certain programs and activities can be enhanced by volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities. The School Director in cooperation with TCEA staff shall be responsible for recruiting volunteers, reviewing their capabilities, and making appropriate placements. TCEA shall not be obligated to make use of volunteers whose abilities are not in accord with school needs. The Administration shall conduct appropriate background checks on all volunteers in the same manner as required for other professional staff for any volunteer that is assigned to the school for more than four hours per week.

The Administration is to inform each volunteer that s/he:

- Shall agree to abide by all School policies and guidelines while on duty as a volunteer including signing, if appropriate, the School's Network and Internet Access Agreement Forms;
- Will be covered under the School's liability policy but the School cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- Will be asked to sign a form releasing the School of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.
- Will attend the appropriate training for the assigned tasks prior to his/her volunteer services at the school.

The Administration shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time efforts in assisting the operation of the School. Additionally, all volunteers working directly with students for more than 4 hours per week will be required to participate in a full background check at their own expense (\$16.95/2 yr time period). Any volunteer for durations less than 4 hours per week will still undergo daily background screenings.

UNAUTHORIZED, DISRUPTIVE, OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on school property without having received permission or that an individual is exhibiting unusual, threatening, or dangerous behavior, the employee must either direct the individual to the administrative office or notify the School Director, designee or school resource officer, depending on the circumstances.



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If a school employee suspects that an individual is on school property in violation of policy **5022**, Registered Sex Offenders, the employee must immediately notify the School Director, designee or school resource officer.

Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the School Director or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates School policy or the law, the School Director or designee has authority to do any of the following:

1. Order the individual to leave school property;
2. Notify law enforcement; or
3. Take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespassing charges or other charges as appropriate against the offending individual. The superintendent, upon recommendation from the School Director, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: **G.S. 14-132, -132.2, -159.11, -159.12, -159.13; -208.18; 115C-523, -524, -526**Cross References: Registered Sex Offenders (policy **5022**), Prohibition of Alcoholic Beverages(policy **5025**), Smoking and Tobacco Products (policy **5026/7250**), Weapons and Explosives Prohibited (policy **5027/7275**), Community Use of Facilities (policy **5030**)

ATTENDANCE POLICIES



Attendance

All students are expected to attend school for the entire academic year. Parents are strongly discouraged from taking their students out of school for family vacations. North Carolina law G.S. 115C-84.2 requires students to be in continuous attendance for a minimum of 180 days or 1,025 hours. Any parent, guardian, or other person violating the provisions of the Compulsory Attendance Law is guilty of a Class 1 misdemeanor (G.S. 115C-380). Encore procedures are designed to keep students in continuous progression with their academic development.

I. ATTENDANCE:

1. Parents are asked to call the main office before 7:50 am when their child is going to be absent. This does not constitute an excused absence.
2. Whenever students are absent, notes or medical excuses are required explaining the absence. The note should also have day, time, and phone number where the parent can be reached.
3. Parents may arrange, in advance, for absences. Prearranged absences are not automatically excused (guidelines apply for excused/unexcused absences).
4. Please see the list of North Carolina lawful excuses for absence from school at the end of this section.
- 5. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.**

II. FAMILY VACATIONS:

1. Families are encouraged to schedule vacations at times other than when The Capitol Encore Academy is in session. If a family trip is scheduled while TCEA is in session, parent/guardians must contact student's teachers in advance concerning how each child will complete missed assignments.
2. Time given for the completion of make-up work will be one (1) day for every day absent.

III. ATTENDANCE PROCESS /TRUANCY:

1. A letter will be sent to the student's parent/guardian upon the 3rd unexcused absence.
2. A mandatory conference will be held between administration and the student's parent/guardian upon the 6th unexcused absence.

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3. If the student reaches 10 unexcused absences (or 20 excused), they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from TCEA due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the Academy. As well, the parent/guardian may be charged with Truancy under NC General Statutes - Chapter 115C Article 26.

4. A student will be considered absent for the morning if he/she arrives after 10:30am and for the afternoon if he/she leaves before 12:00pm.

Please Note:

5 Late Arrivals (after 7:55am) = 1 absence

5 Early Dismissals (before 3:00pm) = 1 absence

Tardy During the School Day Policy

All students are required to transition according to their schedule in a timely manner. Timeliness is essential to academic success. Tardy students will be subject to the following consequences:

1st Offense: Student Conference with Parent Notification

2nd Offense: Silent Lunch with Parent Notification

3rd Offense: Detention with Parent Notification

4th Offense: In-School Suspension

IV. APPEAL PROCESS:

1. Students who exceed the number of absences with justifiable cause may appeal to the School Director. The appeals process is only for presenting proof of justifiable absences. It is not

intended for any other use.

2. Students who wish to use the appeals process must present a completed form to the School Director's office clearly giving reasons for their absences. Excuses such as getting up late, car problems, or missing a ride will not be accepted.

3. Each case will be heard and judged on its individual merits.

4. It is the parent's responsibility to provide the necessary materials on his/her behalf.

5. The School Director will schedule a meeting to consider and discuss.

6. The decision of the School Director will be final.

ATTENDANCE AND CREDITS EARNED

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A student who has *MISSED 8 DAYS OF CLASS* within a given trimester *MAY BE RETAINED IN THEIR CURRENT GRADE*. The School Director will issue a final decision on retention at the end of the school year.

ATTENDANCE FOR RELIGIOUS INSTRUCTION

TCEA will cooperate with parents/guardians who wish to provide religious instruction for their child but also recognizes its responsibility to enforce the attendance requirements of the State. Upon the signed request by the student's parent/guardian, the School Director will allow exceptions to the student's continuous attendance at school:

1. for religious instruction outside the school building for no more than two (2) class hours per week
2. for attendance at religious classes provided the student is twelve (12) or thirteen (13) years of age and the instructional period is no longer than five (5) months in either of those years.

The student must be properly registered for religious instruction and a copy of such registration must be filed with the School Director, which will be maintained in the student file. The time release for religious instruction or education shall be arranged by the School Director in keeping with the regulations of the State Board of Education. The student will also assure the appropriate continuance of the instructional program at TCEA during such release times. No solicitation for attendance at religious instruction shall be permitted on school premises. No member of the staff shall encourage nor discourage participation in any religious instruction program.

Lawful Absences:

The superintendent, School Director, or teacher who is in charge of a school has the right to excuse a student temporarily from attendance on account of sickness or other unavoidable cause.

The following are the valid/lawful excuses for temporary nonattendance of a student at school.

1. **Illness or Injury:** When the absence results from illness or injury, which prevents the student from being physically able to attend school.
2. **Quarantine:** When isolation of the student is ordered by the local health officer or by the State Board of Health.
3. **Death in the Immediate Family:** When the absence results from the death of a member or the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
4. **Medical or Dental Appointments:** When the absence results from a medical or dental appointment of a student.
5. **Court or Administrative Proceedings:** When the absence results from the attendance of a

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student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

6. Religious Observance: School Directors are required to authorize a minimum of two excused absences each academic year for religious observances required by faith of a student or a student's parents. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence. (S.L. 2010-112)

7. Educational Opportunity: When it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.

8. Local School Board Policy: LEAs may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day during the current school year.

9. Absence related to deployment activities: A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115C-407.5Article V (E))

10. Child Care: Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent are to be coded unexcused (lawful). (G.S.115C-375.5)

Medically Fragile:

Students who are medically fragile are frequently absent from school, and their absences are directly related to their severe or life threatening physical condition.

A medically fragile student is identified as follows:

A student who qualifies for special education in one of the existing categories of disability and for whom a licensed medical doctor has provided documentation that an associated or accompanying chronic illness is so severe as to affect the student's school attendance. A medically fragile student is one whose illness frequently places him/her in life threatening situations. In addition, he/she may be technology-dependent for life support systems, i.e., tracheotomy, gastrostomy, etc.

Rare instances may exist in which a child does not qualify for special education as defined in the Individuals with Disabilities Education Act (IDEA). However, the child would unquestionably meet the definition of disabled under Section 504 of the Rehabilitation Act of 1973, and thus would be eligible for consideration as a medically fragile student.

Hospital/Homebound:

If a student is confined at home or in a hospital, is unable to attend school, and is receiving homebound instruction from his/her home school/LEA, he/she is to be considered Hospital/Homebound. Once school/LEA personnel have made contact (a face-to-face meeting) with the student to provide instruction, the student should be counted PRESENT. The student should continue to be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.)



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School Calendar 2021-22

2021			
August	9th	Monday	<i>Continuous School Improvement/Workday, Optional</i>
	10th	Tuesday	<i>Continuous School Improvement/Workday,</i> MANDATORY FOR NEW STAFF
	11th	Wednesday	<i>Continuous School Improvement/Workday,</i> MANDATORY FOR NEW STAFF
	12th-13th	Thursday -Friday	<i>Continuous School Improvement/Workday,</i> <i>Non-Student Day</i>
	16th-20th	Monday -Friday	<i>Administrative/Staff Workdays</i> <i>Open House - 19th - Thursday</i>
	23rd	Monday	<i>Continuous School Improvement/Workday,</i> <i>Non-Student Day</i>
	24th	Tuesday	FIRST STUDENT DAY
September	6th	Monday	Labor Day, Non-Student/Non-Teacher Day
	24th	Friday	<i>Continuous School Improvement/Workday,</i> <i>Non-Student Day - MONTHLY MEETING</i>
October	1st	Friday	Mid-Term Progress Reports (Trimester 1)
	29th	Friday	<i>Continuous School Improvement/Workday,</i> <i>Non-Student Day - MONTHLY MEETING</i>
November	11th	Thursday	Veterans Day Holiday,

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			Non-Student/Non-Teacher Day
	19th	Friday	End of Trimester 1 (57)
	22nd	Monday	<i>Continuous School Improvement/Workday, Non-Student Day – MONTHLY MEETING</i>
	23rd	Tuesday	<i>Continuous School Improvement/Workday, Non-Student Day</i>
	24th-26th	Wednesday -Friday	Thanksgiving Break, Non-Student/Non-Teacher Day
	29th	Monday	1 st Day of 2nd Trimester
December	2nd	Thursday	<i>Non-Student Day – Student Led Conferences</i>
	3rd	Friday	<i>Non-Student Day – Student Led Conferences</i>
	23rd-31st	Thursday -Friday	Winter Break, Non-Student/Non-Teacher Days
2022			
January	3rd-5th	Monday-Wed nesday	Winter Break Continued, Non-Student/Non-Teacher Days
	17th	Monday	Martin Luther King, Jr. Day, Non-Student/Non-Teacher Day
	22	Friday	<i>Mid-Term Progress Reports (Trimester 2)</i>
February	4th	Friday	<i>Continuous School Improvement/Workday, Non-Student Day – MONTHLY MEETING</i>
	7th	Monday	<i>Continuous School Improvement/Workday, Non-Student Day</i>
	21st	Monday	President’s Day Holiday, Non-Student/Non-Teacher Day
March	3rd	Thursday	End of Trimester 2 (56)
	4th	Friday	<i>Continuous School Improvement/Workday, Non-Student Day – MONTHLY MEETING</i>
	7th	Monday	1 st Day of 3rd Trimester
	17th	Thursday	<i>Non-Student Day – Student Led Conferences</i>

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	18th	Friday	<i>Non-Student Day</i> – Student Led Conferences
April	15th-22nd	Friday - Friday	Spring Break Non-Student/Non-Teacher Day
	29th	Friday	Mid-Term Progress Reports (Trimester 3)
May	20th	Friday	EOG Testing Grades - 3 rd through 8th
	30th	Monday	Memorial Day Holiday, Non-Student/Non-Teacher Day
	23rd-27th	Monday -Friday	EOG Testing Grades - 3 rd through 8th
June	3rd	Friday	Last Student Day (56)
	6th	Monday	Teacher Workday
	7th	Tuesday	Teacher Workday

Notes:
Total instructional days included in this calendar: 169
Total Hours of Instruction: 1042 (1025 Required)
Total MANDATORY professional development days: 12
Weather Days Built In: 3

- Red: **MANDATORY** Staff Work Day/School Improvement
- Yellow: **OPTIONAL** Staff Work Day/School Improvement
- Blue: First/Last Day of School
- Green: Start/End of School Trimester
- Orange: Non-Teacher/Non-Student Day
- Purple: *Non-Student Day* – Student Led Conferences

SCHOOL NOTES

- School Day hours will be 7:50am to 3:00pm

Admissions & Enrollment

ADMISSION

During the school year, parents wishing to enroll their child into TCEA are required to complete an application and provide all necessary documentation. If space is available, the parent will receive notification of their reserved space and next steps for registration. If space is not available, the child will be placed on the waiting list and called in the order they applied (based on date and time of submitted application), but within boundaries of priority preferences such as sibling preference. **Enrollment period closes at the end of the first trimester.**

During public open enrollment for the following school year, parents must also complete the application and provide all necessary documentation. However, if space is not available, children will be admitted on the basis of the lottery system according to the Board of Directors policy.

RE-ENROLLMENT

Re-enrollment is a designated period for parents wishing to re-enroll their child. All parents will be required to complete a form to reserve their child's placement for the following school year.

PARENT INVOLVEMENT AND COMMITMENT

In support of strengthening student academic achievement, when The Capitol Encore Academy School district, also known as an LEA (local educational agency), receives Title I, Part A funds, it must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA) (district wide parent involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

General Expectations

- The Capitol Encore Academy School District agrees to implement the following statutory requirements:
- The school district will put into operation programs, activities and procedures for involvement of parents with the Title I, Part A programs, which is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and participating children.

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- Consistent with section 118, the school district will work with its school to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

Shared Responsibilities for High Student Performance:

- As a component of the school-level parental involvement policy developed under subsection (b), the school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
- Such compact shall:
 - (A) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, volunteering in their child's classroom, and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time.
 - (B) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - (1) parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (2) frequent reports to parents on their children's progress; and
 - (3) reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and to the extent practicable, in a language parents understand.
- The school district will be governed by the following statutory definition of the parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two

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way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (1) that parents play an integral role in assisting their child's learning;
- (2) that parents are encouraged to be actively involved in their child's education at school;
- (3) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (4) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Description of How District will Implement Required District Wide Parental Involvement Policy Components

- The Capitol Encore Academy School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 112 of the ESEA:
 - (1) The Capitol Encore Academy School District will establish a district level School Improvement Team (SIT).
 - (2) There will be at least two parents to serve on the SIT.
 - (3) At least ten SIT meetings will be scheduled during the school year. During one of those meetings, parents shall be given to review and provide input on the development of the district wide parental involvement plan, including the following:
 - (A) The overall nature of the Title I program
 - (B) Their rights as parents and the obligations of the school district set forth in Title I, including the district policy concerning parent involvement
 - (C) Procedures for disseminating written information about the program (as prescribed by Federal Statute and State regulations).
 - (D) Review of written copies of information about the program, including the Federal Statute and regulations, any applicable state or local laws or regulations, and current and prior program applications and evaluations as available.
 - (E) Review of written communications and policies to ensure that information is in a parent friendly language and format.
- The Capitol Encore Academy School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - (1) Parents will be invited to participate in state mandated school improvement advisory committees. As members of this committee, parents will participate in the review of data-driven decisions designed to promote school improvement.

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- (2) Parents participating on the district wide SIT will review and provide input into the development and continuous improvement of the district wide parent involvement plan.
- (3) Parents, district staff and school personnel will jointly agree on methods for the district and school officials to consult with parents on aspects of Title I planning, design and implementation, including all phases of: needs assessment, determination of program, goals and objectives, determination of educational strategies, implementation of projects, development of program applications and program evaluations.
- The Capitol Encore Academy School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A programs in planning and implementing effective parental involvement activities to improve student academic achievement and school performance and shall be prepared to offer upon request, such support and resources as needed for effective and full parent consultation and involving, including, but not limited to, an ongoing and effective program of training for parents. This will be developed in consultation with parents. It will include training concerning federal, state and local legal requirements for the program, how the program actually operates, the rights and responsibilities of parents, and how parents can work effectively with each other and the school, in developing and providing parent consultation and involvement.
- The Capitol Encore Academy School District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background.) The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary its parental involvement policies.
- The Capitol Encore Academy School District will work to build the capacity of the school and parents for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents and the community to improve student academic achievement, through the following activities specifically prescribed below:
- The school district will, with the assistance of its Title I, Part A, provide assistance to parents of children served by the school district as appropriate, in understanding topics such as the following; the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress and how to work with educators. They will also provide materials and training to help

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parents work with their children to improve their child's academic achievement, such as literacy training and using technology to foster parent involvement.

Title I funds may be used for parent involvement activities, such as the following:

- (1) Providing parent liaisons at the school to work with parents
- (2) Paying teachers or consultants to provide workshops for parents
- (3) Costs of parent involvement meetings
- (4) Setting up parent resource centers at school or other locations
- (5) Parent newsletters and other communications required by Title I
- (6) Paying reasonable and necessary expenses associated with parental involvement activities in order to enable parents to participate in school related meetings and training sessions.
- The Capitol Encore Academy School District will, with the assistance of its parents, educate its teachers, pupil service personnel, administration and other staff, in how to reach out, communicate with and work with parents as equal partners, in the value and utility of contribution of parents, in implementing and coordinating parent programs and building ties between parents and school.

WITHDRAWAL POLICY

1. Parent/Guardian should notify the school that the student is transferring to another school.
2. Parent/Guardian should fill out a withdrawal form, which is kept at the reception desk, letting the school know the following:
 - Address and Phone Number
 - Date of Move/Transfer
 - Name of the new school OR homeschooling information
 - Reason(s) for withdrawal
3. Parent/Guardian is expected to:
 - Return all school materials and textbooks
 - Settle all outstanding debts
 - Collect all personal items
 - Turn in withdrawal request form
4. Parent/Guardian can request an exit interview/meeting with administration to discuss concerns, if applicable. Administration may request an exit interview/meeting with parent/guardian, but they are not required to oblige. The exit survey is available at <https://forms.gle/rAmW7CZYAD2CcFTw9>

* If the TCEA receives a records request from a new school, the School will contact the student's parent/guardian to inquire about the situation if this process is not completed as stated.

In the event that the above is not completed and/or returned, the student's records transfer may



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be delayed and the last report card will not be mailed to the parent/guardian.



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ACADEMICS

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Academics

GRADING

Kindergarten through second grade will utilize the mastery of standards key:

4 Exceeding standards

3 Meeting standards

2 Progressing toward standards

1 Limited or no progress towards standards

3rd-8th grade will utilize the school Academic Key:

A 94-100 A- 93-90

B+ 89-87 B 86-84 B- 83-80

C+ 79-77 C 76-74 C- 73-70

D+ 69-67 D 66-64 D- 63-60

E 59 and below

HONOR AWARDS

At the end of each trimester, special recognition is given to those students who have achieved excellence in the areas of innovation, inquiry, imagination, and inspiration. These awards recipients will be chosen by staff members and peers. Students will also be able to be recognized for attendance as well as outstanding character.

BEHAVIORAL PROBATION

A student may be placed on behavioral probation if they are consistently and repeatedly sent to the School Director. A student may also be placed on behavior probation because of involvement in serious incidents at school including but not limited to fighting, insubordination, bullying, etc. Students on behavioral probation may not attend social field study or others where safety and the reputation of the school is a concern, participate in after school activities, or receive other student privileges until their behavior corrects consistently and proves otherwise.

REPORT CARDS – CONFERENCES

Academic reports for students in grades K-8 are distributed in December, March, and June.

Parent- Educator Conferences are scheduled in approximately December and March of each school year.

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Parent/guardians of students under the age of 18 are required to attend the conference to receive their child's report card. In the event the parent is unable to attend the conference a conference will be scheduled with school administration, at which time the report will be given to the parent/guardian. Please understand that if you need to schedule with the school administration it may be well after the initial conferences are scheduled. In this event, it is still encouraged that you meet additionally with your child's educator because they know best the progress of your student. *It is understood that educators shall, if necessary, arrange additional periodic conferences with parents. Conferences with educators must be scheduled during non-instructional time.*

APPOINTMENTS WITH EDUCATORS

Parent/guardians who would like an appointment to meet with their child's educator should first contact their child's teacher through ClassDojo. Phone calls to educators during school hours are reserved for emergencies only. Advance appointments are necessary for meetings with educators.

PROMOTION AND RETENTION

TCEA recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of TCEA that each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. Such a pattern should coincide with the system of grade levels established by the Board of Directors and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade.
- C. Demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade.

However, in addition to these considered factors each year, a student who, by the conclusion of the 2nd, 3rd and 8th grade, has not scored within the designated grade level range on a nationally norm referenced assessment, may be retained and required to repeat their current grade level in order to develop the skills necessary to succeed at the next grade level. The School Director or designee approves the final determination of promotion and retention. In

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In addition, the following factors are considered when making a decision for retention by the professional staff in the student's academic and social livelihood:

Student performance based on report cards, portfolio, academic records, assessments
Discipline record
Attendance record
Maturity and social level
Age of the student
Reading level

The School Director, however, reserves the right to retain a student in the same grade when in his/her judgment, despite the objection of a parent, and in combination of the above-listed factors, strongly suggests that a student needs to have another year of growth in order to be successful at the next grade level.

STANDARDIZED TESTS

TCEA gives the following standardized tests every year:

- End of Grade/Course exams (EOG, EOC): Administered to all designated grades
- i-Ready assessments administered to each student in grades K-8 three times a year. The assessments will measure their academic growth throughout the year.
- Any other state designated/mandated assessment.
- [Click here to view the testing calendar as well as the test in detail document.](#)

ADDITIONAL INSTRUCTIONAL PROGRAMS

The following classes are an integral part of TCEA curriculum. All students are expected to participate in these classes:

- **Visual Art Studio**- All students will be introduced to a variety of media and art through literature, history, skill, and practice.
- **Music Studio**- All students will be introduced to a variety of music arts through literature, history, skill, and practice. An important part of this program is the opportunity for students to perform both in the class and during the Academy wide programs.
- **Theatre and Film Studio**- All students will be introduced to a variety of theatrical and cinematic arts through literature, history, skill, and practice. Participation in performances and tech crew will be expected.
- **STEAM Technology Studio** - Instruction is given to all students in each learning environment and in the STEAM Classroom lab. Students will apply knowledge in group activities involving creation of projects, problem solving, innovative issues, and real world situations. Students will understand

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how all of their subjects work together and are interconnected rather than isolated subjects.

- **Dance Studio-** All students will be introduced to a variety of dance styles and techniques and are required to participate. Students must have a note from home to be excused from physical education for one class period. Extended non-participation requires a physician's note. Suitable attire must be worn.

TEXTBOOKS AND SUPPLIES

Students are responsible for the proper care of all books and supplies issued each year. Students who lose books or damage TCEA property will be assessed a replacement fee or repair cost to offset the replacement or repair cost. All costs are to be paid prior to receiving all report cards or the transfer of student records.

HOMEWORK

Homework is a very necessary and integral part of a child's education. The purpose of homework is to reinforce those skills and concepts taught in the learning environment. Homework also includes work not finished during class time. Parental support and cooperation are very important and show that parents are interested in their education.

Each educator is responsible for their classroom homework policy. This is to ensure age-appropriate requirements. Please note that homework can come in many forms and while the Academy recognizes that age appropriate learning also consists of social and family activities at home, we request your support and cooperation while we try to find the best ways to reinforce learning at home. When traditional forms of homework are not necessary, the educators may have alternative projects and such instead. Please direct all homework questions to your student's educator.

REQUEST FOR HOMEWORK

A request for homework for a child that is ill should be made in the morning. This will allow time for the educator to organize the materials. Homework may be picked up in the office at the end of the day. Educators will make every effort to have homework ready to be picked up in the office at the end of the day. However, much of the learning at TCEA is done in a hands-on and experiential way and many times cannot be sent home to be completed. That is why it is vital that all students are at school as much as possible.

COMMUNICATION

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Each week, parents will receive communication from relevant TCEA staff through ClassDojo, which will provide a summary of the upcoming week and will help families attend events and continue an awareness of school activities.

In addition, the school website, <http://www.capitolencoreacademy.org/> and Facebook page will provide updated information on TCEA and student activities.

STUDENT RECORD “RIGHTS”

The Federal “Family Educational Rights and Privacy Act of 1974” provides parents or guardians of students under the age of 18 the right to examine official records, files, and data relating to the student. If you wish to review your child’s record, please contact the office.

STUDENT RECORDS

The Board of Directors for TCEA believes that all student records shall be treated as confidential and exist primarily for school use or as otherwise stipulated. To request a review of students records, a parent/guardian must contact the main office to schedule an appointment. To request a hardcopy of a student’s records, a parent/guardian must submit the request in writing to the main office. The Office Manager will then contact the parent/guardian of when the request can be reasonably fulfilled, not to exceed 15 days.

In situations where the parents of a student are divorced or separated, each parent (custodial and/or non-custodial) has equal rights to their child’s records unless a court order specifies otherwise. TCEA personnel shall not recognize private agreements between the student’s parents.

Parents shall have an opportunity to appeal to the Superintendent to challenge the content of their child’s school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students; to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein; and to insert into such records the parent’s written explanation of the content of such records. To request an appeal, the parent/guardian must submit a written request to the superintendent explaining what content the parent is challenging. The Superintendent will review the request and schedule a meeting with the parent.

Any eligible parent/guardian or student may inspect the records of the student during regular Academy office hours with a scheduled appointment. The district reserves the right to interpret selected records to students and/or parent/guardians at the time of the inspection.

If circumstances prevent a parent/guardian from exercising their right to come to the Academy to review a student’s education records, the Academy will provide a copy of the requested records to the requesting party following the procedure above. The Academy will not destroy



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any educational records if there is an outstanding request to inspect and review a student's records.

Whenever a student attains 18 years of age, the consent required of and the rights accorded to the parents of the student shall thereafter only be accorded to the student. Parents/guardians are responsible for updating the Academy when an emergency phone number and address information has been changed.

DRESS CODE



Dress Code

DRESS CODE OVERVIEW

Dress codes are in place to make the daily emphasis on learning and not on clothing attire. Students should take pride in how they look at all times. Uniforms can help keep students safe and prevent them from being judged by others for not looking a certain way. They also create a serious, distinguished look that tells the world YOU are about business. Students should always be mindful of their personal appearance – it speaks volumes about their character.

DRESS CODE

TCEA basic standards regarding student dress are based on cleanliness, neatness, modesty, safety, and minimizing learning distraction. Uniforms are to be worn at TCEA by all students in first grade and above, except on announced “Dress Up” days.

Kindergarten students are not required to wear uniforms, but uniforms are available for purchase for interested Kindergarten parents. Kindergarten students must be in attire that meets school safety and educational guidelines. **No open-toe or open-heel shoes, heels, controversial pictures or sayings, tank tops, spaghetti straps, or shorts/skirts shorter than fingertip length of the wearer** will be permitted.

Kindergarten students who wear these items will remain in the office until proper attire is provided by the family.

TCEA Logo tops must be purchased by the school-selected vendors. They can be ANY COLOR that is offered by our selected vendors for any grade level. Information for ordering is available on the TCEA website or from the main office during school hours. Non-Logo tops and bottoms can be purchased at any store; however, they must meet the requirements stated below.

School Uniform Requirements

Tops:

Unbranded Option:

- Long or Short Sleeve Polo WITHOUT school logo in various solid colors;

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- Additionally, students may wear a solid colored sweatshirt (with or without hood) or cardigan sweater with no logos on top of their polo for comfort and warmth during the school day.

TCEA Branded Option:

- Long or Short Sleeve Polo with TCEA logo in various colors; purchased from school vendor. **Note:** Screen printed TCEA polo shirt can be purchased from Yellow Crayons
- Cardigan Sweaters with TCEA logo .
- TCEA Logo Embroidered Fleece/Hooded Sweatshirt – Purchased from Vendor; Not required to wear, but can be worn during school day on cold days.

Additional Tops:

- School T-shirts (special school event shirts, field day shirts, school fundraiser shirts, etc.) can be worn on any school day.
- Undershirts – Solid colors can be worn under short/long sleeve polos
- Winter Coats will be permitted at recess and for entrance in and out of the building, but will otherwise be hung up and not worn throughout the school.

Bottoms: (Pants should fit at waist with or without a belt)

- Pants – Chino style (cotton or cotton blend) pants of any color. These are not required to be purchased from a school vendor.
- Shorts/Skirts/Skorters/Jumpers – Chino style (cotton or cotton blend) must be appropriate finger-tip length.

Shoes:

- Shoes must be comfortable for all day wear, closed-toe, closed-heel, and no raised heel. (Note: Crocs must have a closed toe and closed heel).

Socks/Tights:

- Socks must be worn with shoes. Socks that are ankle length or shorter can be any color; however, knee-high socks must be White, Navy, or Black.
- Tights/leggings can be worn under shorts, skirts, and jumpers – must be solid color.

Dance Uniform:

Appropriate clothing will be necessary for dance class. **All** students will participate in dance class.

- TCEA logo t-shirt in purple, white, or green is required.

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- Black leggings can be worn under shorts, skirt, or jumpers
- Black solid-colored sweatpants or athletic pants/shorts

Friday Spirit Day: Fridays are TCEA Spirit Days. Fridays promote spirit and growth as a learner in life. We want to encourage and support our students' current and future learning through this spirit of pride.

- Spirit Day Jeans: Jeans (denim pants, shorts, skirts, overalls) can be worn on Fridays – any color, but no holes
- Spirit Day Shirts: Spirit shirts are any TCEA School shirt, chosen college shirt, military shirt, or program shirt that a student participates in or is interested in (ex: CFRT play performance shirt, dance academy shirt, etc.). The student shows their pride and spirit for what they've done or belong to.
- Spirit Day Shoes: On Fridays, any closed-toe, no-heel shoes can be worn with spirit wear.
- **No open-toe shoes, heels, controversial pictures or sayings, tank tops, spaghetti straps, or shorts/skirts shorter than fingertip length are permitted**

Students can choose to wear the regular school uniform if they do not want to participate in Spirit Day attire. Fundraiser "Dress Up" Days will be scheduled periodically throughout the school year. On these days, specific guidelines for attire will be sent home ahead of time. Students that choose to participate will be required to follow those guidelines.

Dress code policy will be enforced for all students.

CONSEQUENCES:

Step 1: Silent Lunch and parent notification (with documentation).

Step 2: Student calls home to parent for change of clothes. The student will remain in the In-School Suspension room until the student is in proper uniform. The Dean of Students will contact parents/guardians for uniform change and guidance regarding uniform expectations.

Step 3: Administrative action

BEHAVIOR/ DISCIPLINE

Behavior/Discipline

GENERAL PURPOSE OF SCHOOL DISCIPLINE

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the most common discipline problems involve non-criminal student behavior.

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." **Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.**

Recent research tells us that children are "hardwired" from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive discipline is based on the understanding that discipline must be taught and that discipline teaches.

The tools and concepts of positive discipline include:

Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.

Identifying the belief behind the behavior. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.

Effective communication and problem solving skills.

Discipline that teaches (and is neither permissive nor punitive).

Focusing on solutions instead of punishment.

Encouragement (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- Respect the inherent human dignity and worth of every individual.

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- Be informed of and adhere to all rules and regulations established by TCEA and implemented by school administrators, teachers, and support staff for the welfare and safety of all students.
- Study diligently and strive to reach the highest possible level of academic achievement.
- Be punctual to school and classes.
- Refrain from slanderous remarks and obscenity in verbal and written expression.
- Dress and present oneself in a manner that meets the standards of health, cleanliness, safety, and the TCEA Dress Code.
- Help maintain and improve Encore Academy's school environment, preserve school property and exercise the utmost care while using school equipment and facilities.
- Conduct oneself in an appropriate manner while in attendance at all school sponsored and/or related events.
- Continue to be, or strive to become more actively involved in one's education and personal growth.

SCHOOLWIDE RULES:

TCEA's ultimate goal is to produce students that are respectful, responsible, and resourceful.

Respectful students are polite and use manners. They use appropriate language and appropriate voice levels when talking in the building and to others. They listen to and follow the direction of authority figures. They walk in the building. They keep their hands, feet, and objects to themselves. They keep a comfortable distance away from other peoples' personal space. They allow the teacher to teach and minimize disruptions to the learning environment. They use safe measures and decision making when dealing with themselves, other students, staff, parents, and the school. They utilize good communication skills when dealing with others including listening and responding appropriately to concerns.

Responsible students make decisions to follow rules appropriately. They behave in a safe way for themselves and others. They care about the cleanliness of their school environment and take pride in helping to keep it clean. They make sure they are in proper uniform when they leave for school in the morning and remain in proper uniform throughout the school day. They make sure they have all they need for the day including finished homework, signed papers, and a lunch and are prepared to learn. When a choice or decision has the potential for negative consequences, responsible students admit wrongdoing and are accountable for their actions.

Resourceful students are able to problem solve. They utilize people, places, and things to find answers to problems that they are having. They seek the appropriate help when they need it including adults that are on staff and the closest to get to. They help others when they can by getting an appropriate adult, or informing an appropriate adult if another student or person needs help. They try to use conflict resolution strategies to solve student to student issues appropriately and when that doesn't work they seek help from an appropriate adult. If they are in

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immediate danger they use good decisions to get out of it as soon as possible and then inform the nearest appropriate adult.

Specific School Rules:

1) Be prepared to learn:

Including: being on time, bringing all necessary school materials (including completed homework), not disrupting the learning environment, and taking care of other business outside of the classroom.

2) Follow the direction of the teacher or staff members in charge:

Including: teacher directives, classroom and school rules, requests to sit down or in a specific seat, requests to take notes, read, or any academic tasks or behavioral tasks, etc.

3) Be respectful:

Including: using your manners, cleaning up after yourself, being nice and cooperative to the teacher, other staff, other students, guests, and self, using appropriate language at all times throughout the school, talking in an appropriate tone and level when speaking with authority, students, and guests within the building and classrooms, keeping hands, feet, and objects to self, keeping an appropriate distance from the personal space of others, and taking appropriate care of the school facility, furniture, grounds, and materials.

4) Be safe:

Including: walking at all times both in the school and outside, upon dismissal and at arrival, keeping hands, feet, and objects to yourself, do not spit or bite others, keeping an appropriate distance from others, and keeping toy weapons at home – (guns, knives, handcuffs, etc. are NOT PERMITTED)

CLASSROOM RULES:

Each educator has the opportunity to add or enhance TCEA Rules within the confines of their classroom. This is in order to make the learning environment age appropriate to promote growth and success.

STUDENT BEHAVIOR CODE

Students are expected to follow the rules and regulations of the Student Behavior Code. The Academy will uphold the code and will exercise proper discretion as it pertains to each incident. For further information on expulsion and due process, see the main office.

Self-discipline is a goal for all of the students of TCEA. To encourage the development of this virtue, positive reinforcement will be used. Students are expected to follow the School's rules and regulations. TCEA will uphold the code and will exercise proper discretion as it pertains to each student.

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TCEA is a Positive Behavior Interventions and Support (PBIS) school and works hard to reward students for their positive behaviors and contributions and to create guidelines for all students to follow. When it is necessary to address minor infractions, staff members follow a systematic approach in addressing behaviors. Below are some of the consequences that may be given to a student if rules are not followed or are broken:

- Warning/Student Conference
- Notify parents by email, phone call, message, letter, etc
- Intervention (PBIS, TLAC, ABE, Referral to Guidance, etc.)
- Parent Conference
- Detention
- Office Referral

When necessary, administrators may use their own discretion to determine appropriate consequences for individual offenses on a case by case basis.

The PBIS goal is to redirect student behavior and help students understand how to make better choices.

DEFINITION OF DISCIPLINARY ACTIONS:

Conference with student:

Conferences are held for all disciplinary problems. Usually it is also a first step for minor violations resulting in a warning being issued. All behaviors and resolutions will be documented.

Parent Conferences:

A parent conference can be personal or by phone. This can be used as a second disciplinary action or can be required for other violations. All conferences and resolutions will be documented.

Referrals: If a resolution is not created, the student will be referred to school administration by any staff member within the school. All students will be responsible for returning their referral with a parent/guardian signature by the next school day.

Detention: May be served during lunch, classroom celebrations, and before or after school for unacceptable behavior. Students must adhere to the following rules during detention or further administrative action will be taken:

Detention Rules

- Must arrive on time.
- Must remain in detention the entire time 3:05 PM to 4:05 PM.
- Must participate in self-reflection activities assigned by the supervising teacher.

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- Electronic devices must be put away the entire time. Visible electronics will be confiscated.
- Must take care of all restroom and personal needs before entering detention.
- Must complete work the entire time. No sleeping, talking, eating or other distracting behavior is allowed.

In-School Suspension: For chronic irresolvable or major discipline problems, a student will remain in ISS. They will work on given class work and a writing assignment given to them by the administrator without talking. They are to ask permission to leave for any reason and will be required to eat their lunch in the ISS room.

Rules for In-School Suspension

- Students will sit in their assigned seats given to them by the office staff.
- While in the in-house room there will be no talking, note writing or any other type of communication.
- Students are responsible for keeping their area clean. Any waste can be kept on their desktop until their break time or end of the school day.
- Students are not allowed to leave their seat unless they have permission to do so.
- Restroom and drinking fountain breaks will be executed as a group at designated times.
- There is no food allowed in the in-house room except for the designated lunch period.
- If a student refuses to follow the in-house rules they will be given an out of school suspension.
- If a student is absent the scheduled day of ISS or misses any part of the day, they will make up any absent time the next day in attendance.

Suspension: For chronic, irresolvable or severe discipline problems. A student who is suspended out of school will be required to remain in the office or IHS until picked up by a parent or guardian. While in the office they will follow the same routine as an In-House Suspension. Once serving their out of school suspension they are not to be on school grounds during or after school or attend any after school activities. They are to make up all missed assignments and have the same number of days to complete it as they are absent. They will receive an unexcused absence for any time served.

1. **Short-Term Suspension** (G.S. 115C-390.5)

(a) The School Director shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short term suspension.

(b) If a student's short-term suspensions accumulate to more than 10 days in a semester, to the extent the School Director has not already done so, he or she shall invoke the mechanisms provided for in the applicable safe schools plan adopted pursuant to G.S. 115C-105.47(b)(5) and (b)(6).

(c) A student subject to short-term suspension shall be provided the following:

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- (1) The opportunity to take textbooks home for the duration of the suspension.
- (2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
- (3) The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. (2011-282, s. 2.)

2. Long-Term Suspension (G.S. 115C-390.7)

- (a) A principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Only the superintendent has the authority to long-term suspend a student.
- (b) Before the superintendent's imposition of a long-term suspension, the student must be provided an opportunity for a hearing consistent with G.S. 115C-390.8.
- (c) If the student recommended for long-term suspension declines the opportunity for a hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following such review, the superintendent (i) may impose the suspension as if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to impose any penalty.
- (d) If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.
- (e) Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education as provided in G.S. 115C-12 and provides the student with the opportunity to make timely progress towards graduation and grade promotion is not a long-term suspension requiring the due process procedures described in G.S. 115C-390.8. (2011-282, s. 2.)

Expulsion from TCEA: In extreme cases expulsion, determined after a disciplinary hearing, from TCEA may be necessary. A student who is expelled may not return to the school for a time period equivalent to one full academic school year (G.S. 115C-390.11) At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

Due Process for Disciplinary Action

TCEA assumes its responsibility to assure every student's right to an equal education opportunity. TCEA further assumes its responsibility to assure an atmosphere conducive to learning and the expression of individual responsibility while protecting the individual rights of all students in accordance with standards of due process required by law and accepted standards of fairness. These procedures include a notification of discipline and an opportunity for students to explain their version of what happened. When discipline involves long-term suspension or

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expulsion, students may also request a formal hearing with an appropriate administrator. This procedure is not designed to deal with ordinary classroom discipline. The law requires that all teachers “maintain good order and discipline” and the TCEA joins with parents and students in supporting every reasonable effort of teachers to meet this obligation.

DISCIPLINARY ACTIONS AND MINIMUM PENALTIES:

Every student has the innate right to an education free from being threatened in any fashion. In addition, every teacher has the right to teach, just as every student has the right to learn. Any disruption to this process will not be tolerated. The following is a list of some unacceptable student behaviors and the suggested *minimum* starting penalties. Should a violation not be listed, administrative discretion will be exercised and a proper penalty imposed for the violation.

Violations may have different circumstances and therefore administrative discretion may be imposed to apply appropriate consequences and penalties to each individual situation to ensure fairness.

If a student misses class for an in school or out of school suspension, they are responsible for speaking with their teacher and making up the work from the class period(s) they missed.

Offense	Definition	K-3 Minimum Penalty	4-8 Minimum Penalty
Dress Code Violation Minor Infraction (1-5 pts.)	Out of compliance with proper Encore uniform, defined in handbook (untucked shirt will be treated as insubordination)	Refer to Dress Code section of handbook	Refer to Dress Code section of handbook
Rough housing/verbal confrontation Intermediate Infraction (5-10 pts.)	Exhibiting physically aggressive or unsafe behavior, including acting carelessly and putting others in danger; instigating or engaging in verbal confrontations where abusive, vulgar, irreverent, lewd, or indecent conduct,	-Removal from class for designated period of time -Parent contact -Parent conference if necessary	-Removal from class for designated period of time -Parent contact -Up to 5 day out of school suspension

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	including gestures, pictures, stories, or language used		
<p>Fighting</p> <p>Major Infraction (10 pts.)</p>	An extreme act of physical aggression that is designed to seriously harm or injure another person	<p>-1 day suspension</p> <p>-Referral to counselor/social worker</p> <p>-Days may increase with the number of violations</p>	<p>-1 day out of school suspension and/or a disciplinary hearing which could result in expulsion; depending on severity of the situation</p> <p>-Days will increase with multiple violations</p> <p>-After 10 days automatic referral for a disciplinary hearing which could result in expulsion.</p>
<p>Insubordination</p> <p>Minor Infraction (1-5 pts.)</p>	Deliberate refusal to obey a reasonable request or order by Academy personnel, documented by the Academy personnel and submitted to the office	<p>-Removal from class for a designated period of time</p> <p>-Parent contact</p> <p>-Parent conference if necessary</p>	<p>-Removal from class</p> <p>-Appropriate form of suspension</p> <p>-Continued violation will result in a disciplinary hearing which could result in expulsion from the Academy</p>
<p>Disrespect to Authority</p> <p>Minor Infraction (1-5 pts)</p>	To use inappropriate voice tone, voice level, language, insinuations, mockery, gestures, threats, intimidation, etc.	<p>-In house suspension to out of school suspension</p> <p>-Referral to counselor/social worker</p>	<p>-Referral to counselor/social worker</p> <p>-1 day out of school suspension up to dismissal from Academy</p> <p>-Additional day for each additional</p>

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		-Days may increase with number of violations	occurrence up to 10 and/or a disciplinary hearing which could result in expulsion.
Harassment Intermediate Infraction (5-10 pts)	To disturb persistently; torment as with troubles or cares; bother continually; pester; persecute (Please refer to section on bullying for additional information)	-Removal from class for a designated period of time - Parent conference -Referral to counselor/social worker	-1 day out of school suspension and/or a disciplinary hearing which could result in expulsion. -Notification to authorities if appropriate -Referral to counselor/social worker
Serious Threats Intermediate Infraction (5-10 pts)	Written or verbal threats towards self, another person's life or wellbeing, or the school	-Removal from class for a designated period of time -Investigation by Administrative staff and when necessary contact to local authorities and child protective services -Parent contact -Recommendation for counseling evaluation if appropriate	-Immediate removal from class -Investigation by Administrative staff -Minimum 3 day suspension- not to return to school until psychological evaluation determined not a threat to self or others. Required to make up all missed assignments if eligible to return to school -Notification to authorities and child protective services if appropriate
Sexual Harassment	The making of offensive sexual	-Parent Notification	-1 day out of school suspension and/or a

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<p>Intermediate Infraction (5-10 pts)</p>	<p>advances, touching of personal areas, or of sexually offensive remarks, gestures, or acts that make another person feel uncomfortable</p>	<p>-Removal from class -Referral to counselor/social worker -Recommendation for counseling evaluation</p>	<p>disciplinary hearing which could result in expulsion. -Notification to authorities if appropriate -Referral to counselor/social worker</p>
<p>Forgery Intermediate Infraction (5-10 pts)</p>	<p>Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing whether or not it is also the forger's name</p>	<p>-Parent notification -Dependent upon what and how forgery occurred, loss of some form of school privilege to suspension</p>	<p>-Administration determined appropriate form of suspension for situation -Parent notification -Notification of authorities if appropriate</p>
<p>Profanity or Obscenities Minor Infraction (1-5 pts.)</p>	<p>The use of abusive, vulgar, irreverent, lewd, or indecent conduct, including gestures, pictures, stories, or language</p>	<p>-Parent notification -Time out of class to in-school suspension</p>	<p>-1 day of out of school suspension and/or a disciplinary hearing which could result in expulsion.</p>
<p>Cell Phone Minor Infraction (1-5 pts.)</p>	<p>Possessing or using a cell phone for any purpose during school hours</p>	<p>-1st offense the item will be taken and released only to a parent or legal guardian -2nd offense the item will be kept until the last day of school and released only to a parent or legal guardian -Refusing to surrender a cell phone will result in further disciplinary action</p>	
<p>Bullying Intermediate Infraction</p>	<p>Harassment or Bullying is any gesture or written, verbal, graphic, or physical act</p>	<p>-Parent notification -Removal from class for a designated period</p>	<p>-3 days of out of school suspension and/or a disciplinary</p>

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<p>(5-10 pts.)</p>	<p>(including electronically transmitted acts-i.e. internet, cell phone, personal digital assistant (pda), or wireless handheld device) that is reasonable perceived as being motivated either by any actual or perceived characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability or impairment or by any other distinguishing characteristic. This also includes ANY behavior that could be perceived as being aimed at intimidating, threatening, or coercing another person. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school sponsored function, or in a school vehicle. <u>Encore Academy adheres to a ZERO TOLERANCE BULLYING POLICY.</u></p>	<p>of time to suspension. In extreme cases a disciplinary hearing will be held which could result in expulsion. -Referral to counselor/social worker</p>	<p>hearing which could result in expulsion. -Recommendation for counseling evaluation if appropriate</p>
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<p>Stealing</p> <p>Intermediate Infraction (5-10 pts.)</p>	<p>To take (the property of another or others) without permission or right, esp. secretly or by force</p>	<p>-Return of items or cost of missing items -Parent notification -Time out of class -Loss of some type of school privilege -Recommendation for counseling evaluation if appropriate</p>	<p>-Return of items or cost of missing items -In school suspension to out of school suspension -Days may increase with the number of violations -Recommendation for counseling evaluation if appropriate</p>
<p>Plagiarism and Academic Dishonesty</p> <p>Intermediate Infraction (5-10 pts.)</p>	<p>To copy or present someone else's work as your own OR to not be able to distinguish your work from a group of students you are working with</p>	<p>-Consequence is determined by Encore Academy staff and may include withholding credit until the student retakes the class or reproduces the assignment</p>	
<p>Skippping Class/Loitering</p> <p>Intermediate Infraction (5-10 pts.)</p>	<p>Being out of class during instructional time without a pass, arriving 5 or more minutes late to class without a pass, or not attending class without proper authorization; being present in unauthorized areas in the building or school grounds</p>	<p>-Parent notification to removal from class</p>	<p>-1st offense: Parent notification -2nd offense: In school suspension to 2 days out of school suspension</p>
<p>Gambling/Gambling Paraphernalia</p> <p>Intermediate Infraction (5-10 pts.)</p>	<p>Being found in possession of gaming paraphernalia such as dice, chips, etc.; exhorting and/or collecting money under</p>	<p>-Parent notification -Child Protective Services notification if appropriate</p>	<p>-Up to 5 days of out of school suspension and dismissal from Encore Academy</p>

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	betting or unwarranted circumstances		
Vandalism Intermediate Infraction (5-10 pts.)	Deliberate defacing or destruction of school or individual student, staff, or guest property	-Student to remove or parent to pay for removal or replacement of damaged property -Time out of class	-Student to remove or parent to pay for removal or replacement of damaged property -1 day suspension and/or a disciplinary hearing which could result in expulsion. -Notification to authorities
Trespassing/Loitering Intermediate Infractions (5-10 pts.)	Students and parents being on school grounds 15 minutes after dismissal or after a school related function, even in a vehicle. Students and/or parents being on school grounds when banned from the school building/property	-Verbal warning; reported to local authorities -After 3 incidents, Child Protective Services will be notified -Dismissal from Encore	
Leaving school without proper authorization Intermediate Infraction (5-10 pts.)	Leaving the premises of the school without following check-out procedures and protocols	-In school suspension to 3 days of out of school suspension	
False Fire Alarm Major Infraction (10-20 pts.)	Deliberately pulling or setting off the fire alarms	-Parents will be fined by the local fire department -1 day suspension	-Parents will be fined by the local fire department -3 day suspension and/or a disciplinary

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			hearing which could result in expulsion.
<p>Possession/Usage of Weapon</p> <p>Major Infraction (10-20 pts.)</p>	<p>Any instrument of attack used to cause serious harm to another</p>	<p>-Contact authorities to 10 day suspension and referral for a disciplinary hearing which could result in expulsion. -Notification to Child Protective Services -Recommendation for counseling evaluation if appropriate</p>	<p>-Contact authorities to 10 day suspension and referral for a disciplinary hearing which could result in expulsion. -Notification to authorities and Child Protective Services -Recommendation for counseling evaluation if appropriate</p>
<p>Alcohol</p> <p>Major Infraction (10-20 pts.)</p>	<p>Possession of an intoxicating liquid containing some form of alcohol</p>	<p>-Contact Child Protective Services -Appropriate disciplinary action which includes out of school suspension and/or a disciplinary hearing which could result in expulsion. -Recommendation for counseling evaluation if appropriate</p>	<p>-5 day suspension and/or a disciplinary hearing which could result in expulsion. -Notification to authorities and Child Protective Services</p>
<p>Drugs/paraphernalia</p> <p>Major Infraction (10-20 pts.)</p>	<p>Possession of chemical substances, illegal or otherwise, that affects the central nervous system causing changes in behavior</p>	<p>-Notification to authorities and Child Protective Services -Appropriate disciplinary action</p>	<p>-Notification to authorities to 10 day suspension and/or a disciplinary hearing which could result in expulsion.</p>

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	and often addiction. Possession of any equipment used in making, using, or concealing such a substance.	and/or out of school suspension -Recommendation for counseling evaluation if appropriate	-Notification to Child Protective Services -Recommendation for counseling evaluation if appropriate
Tobacco Intermediate Infraction (5-10 pts.)	Possession and/or use of tobacco containing product including cigarettes, chewing tobacco or other	-Notification to Child Protective Services -Appropriate disciplinary action and/or out of school suspension or disciplinary hearing which could result in expulsion.	-1 st offense: 3 day suspension -2 nd offense: 5 day suspension and notification to authorities -3 rd offense: 10 day suspension and notification to authorities and dismissal from the Academy
Fire Type Materials Intermediate Infraction (5-10 pts.)	Possession of fireworks, stink bombs, lighters, matches, smoke bombs, etc.	-Situation subjective -Parent notification -1 day suspension -Notification to Child Protective Services -Recommendation for counseling evaluation if appropriate	-3 day suspension and/or a disciplinary hearing which could result in expulsion. -Recommendation to counseling evaluation if appropriate
Compromise of public safety (teachers, staff, and students) Intermediate Infraction (5-10 pts.)	Exhibiting physically aggressive or unsafe behavior including acting carelessly and putting others in danger; disregard for directives and/or authoritative figure	-Out of school suspension and/or a disciplinary hearing which could result in expulsion. -Notification to authorities and Child Protective Services if appropriate -Dismissal from Encore	

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<p>Weapons usage, arson, criminal sexual conduct</p> <p>Major Infraction (10-20 pts.)</p>	<p>If a student possesses a dangerous weapon in a weapon free school zone (on school property and/or a vehicle used by a school to transport students to or from school property), or commits arson or criminal sexual conduct in a school building or on school grounds, the student must be expelled from school permanently, subject to possible reinstatement provided for in the law.</p>	<p>-Any student who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on Academy property, on an Academy related vehicle, or at an Academy sponsored activity or event will be suspended and may be permanently expelled for a period of not less than 180 days or one full academic school year.</p>
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PARENT GRIEVANCES

TCEA is committed to an equitable and timely process for grievances. A student, parent, or guardian may initiate the grievance procedure to appeal any final decision (a decision from a school employee from which no further appeal to a school administrator is available) of school personnel within the school system, as outlined in this policy. Grievances that involve an alleged violation of school policy or state or federal law or regulation by a final administrative decision may be appealed to the School Board. All other grievances may be appealed to the superintendent/designee but may only be appealed to the Board at its discretion.

Step I: School Director Conference: A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the School Director to discuss the grievance and seek resolution according to the following guidelines:

- 1.) The request shall detail the basis for the grievance, name the specific policy, rule, or law believed to have been violated, and specify the relief being sought.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance.
- 3.) The School Director shall grant the conference within five (5) school days following receipt of the request. The School Director will state in writing his/her position on the question to the student or parent within five (5) school days following the conference.

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4.) Only the parent, guardian, or someone acting in place of a parent shall be permitted to join or represent the student in the conference with the School Director.

Step II: Appeal to the Superintendent: If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the School Director's decision in writing to the superintendent. The appeal must be made within five (5) school days following receipt of the School Director's written response in Step I. The superintendent or his/her designee shall review the grievance within five (5) days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen (15) additional days (or longer if by mutual agreement) to allow time for investigation. A written response shall be made to the student, parent, guardian, and School Director from the superintendent or his/her designee within ten (10) school days following the review.

Step III: Appeal to the School Board: If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten (10) school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the board to consider. The board's consideration of these appeals will take place in closed session and will be limited to the written record unless the board determines that additional information is necessary. The board may affirm, reverse, or modify the decision of the superintendent. The Step II decision will be reversed if the board determines that there has been a material violation of board policy or state or federal law or regulation, or that the decision is unsupported by substantial evidence in view of the entire record as submitted. The board shall offer a final written decision within thirty (30) days.

For all other TCEA policies approved by the Board of Directors, schedule a time to meet with the School Director.

ZERO TOLERANCE BULLYING POLICY

The Capitol Encore Academy prohibits bullying or harassment of any TCEA student or employee. Bullying or harassment of any type will not be tolerated. All students and employees have the right to feel respected, secure and safe while participating in school and school related activities. The school policy requires that:

- All incidents of bullying or harassment be reported to the designated administrator.
- All allegations of bullying or harassment are investigated in a timely manner.
- Parents of both parties (the alleged bully and the target) are notified that the investigation is occurring.

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- Parents are notified of the outcome of the investigation.
- Interventions and disciplinary consequences will be provided to a student who has committed an act (or acts) of bullying.
- The student that is the target of the behavior receives appropriate interventions and follow up.

***Bullying**, including cyber bullying, means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve, but is not limited to: teasing, threats, stalking, theft, destruction of property, social exclusion, intimidation, physical violence, public or private humiliation, cyber bullying, sexual, religious, or racial harassment.

ZERO TOLERANCE DISCIPLINE POLICY

TCEA endeavors to ensure that the school is a safe place for teaching, learning and working. In order to achieve this goal, the school has instituted a **Zero Tolerance Discipline Policy**. Regardless of circumstances these policy guidelines will be followed. Encore Academy will notify the police and take swift and appropriate disciplinary action for the following infractions:

· **Physical Assaults Against Personnel:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence. Any student who commits a physical assault against an employee or against a person engaged as a volunteer or contractor for the school on school property, on school bus or other school related vehicles, or at an school-sponsored activity or event will be suspended and may be permanently expelled for a period of not less than one hundred eighty (180) days or one full academic school year.

· **Physical Assaults against Students:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence. TCEA shall **expel** any student if the student:

- Possesses a dangerous weapon
- Commits arson
- Commits criminal sexual conduct

Any student in 6th grade or above may be suspended or expelled for the following:

- Physical assault against another student

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- Physical assault against TCEA Staff or Official (expel)
- Verbal assault, as defined by TCEA policy*, against a school Official or Staff member
- Bomb threat or similar threat
- Other serious-in-nature offense which significantly jeopardizes the student, other students, staff, guests, or the school

***Verbal Assaults:**

Verbal Assault means a threat of an immediate harmful or offensive touching, coupled with apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching, or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence, a bomb threat (or similar threat) directed at a TCEA building, another TCEA property, or a TCEA related event. For purposes of this policy, the definition of assault also includes written threats. Any student in grade 6 or above who commits a verbal assault on TCEA property, on a TCEA bus or other TCEA related vehicle, or at TCEA sponsored activity or event against TCEA employee or against a person engaged as a volunteer or contractor for TCEA shall be suspended or expelled, depending upon circumstances, for up to one hundred eighty (180) days or one full academic school year.

Criminal Sexual Conduct:

Criminal sexual conduct means sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area, without consent:

Any sexual touching of person's intimate parts: With or without consent

Any sexual touching of a person under 10 years old

SEXUAL HARASSMENT POLICY

For the purpose of this Policy, "sexual harassment" shall mean ANY unwelcome advance of a sexual nature, requests for sexual favors, and/or **verbal or physical conduct** or communication of a sexual nature.

Sexual Harassment: Discriminatory harassment on the basis of sex is hereby prohibited.

Complaint Procedure: Report. A person who believes that this Policy has been violated should promptly report the alleged violation to the school administrator/School Director. All alleged violations should be reported no later than sixty days from the date the person first becomes aware of the alleged incident. However, the school reserves the right to investigate and act upon reports submitted beyond the sixty day period.

School Action: The school administrator/School Director and a representative from the educational service provider (ESP) shall assist in the complainant to pursue effective resolution of the complaint. This may be handled through an informal or formal process, depending on the

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severity of the situation. In the event that the administrator or representative from the ESP or among the persons complained of, their positions shall be filled by a member of the Board of Directors, as determined by the Board.

Informal Process: The complaint shall be handled by an informal process unless the situation complained of is deemed so severe by the investigating team or the Board of Directors as to require a formal process, or the complainant demands a formal process, or the action complained of would constitute a criminal act if proven true. The informal process shall involve the investigating team meeting with the alleged offender and all other persons or parties as it deems appropriate, this includes meeting with the student without a parent/guardian present. The alleged offender(s) shall be informed of the complaint and the complainant has requested resolution. If the complaint is resolved to the satisfaction of all parties, no further action will be taken unless required by law or if deemed appropriate by the investigating team. If all parties are not satisfied with the action taken, a formal complaint can then be made by any of the parties.

Formal Complaint: A formal complaint must be signed and clearly state the nature of the alleged offense, the name of the alleged offender and the specifics (including time, date and location of the incident(s)). The formal complaint must be filed with the investigating team. If the investigating team deems that the circumstances require action, the complaint will be investigated in a timely and thorough manner to protect the rights of both the complainant and the alleged harasser(s). In the course of the investigation, the following process will be followed:

- a. The investigating team will attempt to convene as soon as is reasonably possible after the filing of the formal complaint.
- b. The investigating team will attempt to gather all appropriate facts in as timely a manner as is reasonably possible.
- c. The investigating team will report to the board at the next regularly scheduled board meeting, or if the investigating team and the Board President deem appropriate, at a special meeting of the board.
- d. The board shall determine appropriate action to be taken.

Sanctions: The person(s) who is found to have violated this Policy may be subject to sanctions which may include, but need not be limited to, suspension, removal from school environments/activities/events, expulsion from the school, banishment from the campus, and/or dismissal from service at the school. Violators may also be subject to civil action or criminal prosecution.

Confidentiality: Discretion will be exercised. However, there can be no guarantee of confidentiality or anonymity since any investigation will involve discussions with other parties. Information about the complainant giving rise to the complaint will be reviewed only as



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investigatory and disciplinary processes require, or as otherwise required by law or courts having competent jurisdiction.

Confidentiality will be observed to the extent permitted by law and to the extent consistent with protecting the welfare of the School Community and the interest of the school. However, the investigating team, the Board and/or the school administrator/School Director may report the incident to appropriate authorities as they deem necessary or appropriate.

CHILD ABUSE OR NEGLECT

Child abuse or neglect means harm or threatened harm to a child's health or welfare by a parent, or legal guardian, or any other person responsible for the child's health or welfare, or by an educator or educator's abide.

Suspected child abuse and or neglect must be reported to FIA. (See TCEA's Child Abuse and Neglect policy)

SCHOOL-WIDE POLICIES



School-Wide Policies

CELLULAR PHONES, MP3 Players, IPODs, and Other ELECTRONIC DEVICES

The telephones are for school business and emergencies only. Students will be permitted to use the telephone for emergency purposes only. Students should take care of information business with parents prior to coming to school. During school hours, students are not permitted to use cellular phones, video games, or social media. Failure to follow policy will result in disciplinary action and forfeit of device to the Academy until the end of the school year. TCEA will not accept responsibility for personal items of students lost, stolen, or confiscated.

- First offense: the item will be taken and released to the student at the end of the day.
- Second offense: the item will be confiscated and released only to a parent or legal guardian.
- Third and continual offenses will be considered insubordination and handled according to the code of conduct under insubordination in addition to confiscation of the item and parent signature for release. Refusing to surrender a cell phone or other device used in an unauthorized way will result in further disciplinary action.

STUDENT CAMERAS

For the safety and well being of all of our students, student cameras are not permitted at school unless they have received administrative approval for a specific event or educational need. We recognize the importance of school day memories and will designate specific dates and events for which cameras will be permitted. This will require teacher supervision of the photographs being taken as well as administrative approval. Please understand that we want to ensure the safety and well being of every student at TCEA and that circumstances such as the Internet and other predators are at large, making it a priority to protect our students and ensure you are aware of the exposure of your child.

Additionally, students should not videotape or take pictures of other students or staff members before, during, or after school without administrative approval.

Students in possession of cameras that are not approved by administration will have their cameras confiscated and if necessary pictures deleted prior to release of camera to parent/guardian.

PERSONAL LAPTOP COMPUTERS

For students in grades K-8, administrative approval is required prior to bringing in the laptop for use at the school. **TCEA does not assume any responsibility for the safety of personal computers on school grounds (including breakage or theft).** Classroom teachers hold the final authority for laptop use in the classroom and may confiscate a laptop at any time if they determine that a student is not using the computer appropriately or if the student is causing a distraction. *Students who use laptops for personal (non-academic) purposes during the school day will be prohibited from bringing their laptop to school or using an Academy laptop during the school day for the duration of the academic year.*

INTERNET USE POLICY

TCEA adheres to the federal requirements and guidelines stipulated under Title XVII—Children's Internet Protection Act.

A. Educational Purpose

TCEA Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. TCEA has the right to place reasonable restrictions on material you access or post through the system. Students are expected to follow the rules set forth in the school disciplinary code and the law in your use of the network. *Students who use laptops for personal (non-academic) purposes during the school day will be prohibited from bringing their laptop to school or using an Academy laptop during the school day.*

B. Internet Management

Embracing the Internet as a critical and essential component in today's world is essential if our students are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of students to inappropriate material and people. As part of TCEA's commitment to Internet security, the school offers a firewall (a web-blocker application program). This has the ability to block objectionable material and captures the window when questionable material is accessed.

C. Unacceptable Uses

The following uses are considered unacceptable:

1. Personal Safety and Personal Privacy

Students will not post personal contact information. This includes students address, school address, telephone number, and name on the Internet. This includes other people as well as the student. Students will promptly disclose to the teacher any message or website that is inappropriate or makes students feel uncomfortable. *Additionally, students should not videotape or take pictures of other students or staff members before, during, or after school without administrative approval.*

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Students will not post any information or disrespectful or administratively deemed harmful comments regarding other students, staff members, or the school in general.

2. Illegal Activities

Students will not attempt to gain unauthorized access to TCEA Network or to any other system through the network beyond authorized access. Students will not attempt to deliberately disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students will not use the network to engage in any other illegal act, such as arranging for illegal activities or threatening the safety of other people.

3. System Security

No software is to be downloaded on the computers at any time without explicit consent of the system administrator.

4. Inappropriate Language

Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages. Students will not use obscene, profane, vulgar, rude, threatening or disrespectful language. Students will not post information that could cause damage or a danger of disruption. Students will not engage in personal attacks, including prejudicial or discriminatory attacks. Students will not harass another person. Students will not knowingly post false or defamatory information about another person or organization.

5. Respecting Resources

Using the computer systems and Internet is a privilege. Students need to respect the computer by using it appropriately.

6. Plagiarism

Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were their own.

7. Copyright

Students will respect the rights of copyright owners. Copyright infringement occurs when a person inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure or have questions, they should ask a teacher.

8. Inappropriate Access to Material

Students will not access material that is designated for adult use only or is profane or obscene, that advocates illegal or dangerous acts, or discrimination towards other people. If students mistakenly access inappropriate information, they should immediately tell the teacher. This will protect students against a claim that they have intentionally violated the rules.

D. Disciplinary Actions

Students should only expect limited privacy in the contents of personal files or records of Web research. Routine maintenance and monitoring of the network may lead to discovery that a student

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has violated the Policy, the school disciplinary code or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the TCEA disciplinary code or the law.

TCEA will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school.

E. Limitation of Liability

TCEA makes no guarantee that the functions or the services provided by or through the school Network system will be error free or without defect. TCEA will not be responsible for any damage that may be suffered, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents or guardians will be responsible for any harm to the system as a result of intentional misuse.

LOST AND FOUND

All found articles of clothing or miscellaneous articles will be placed in the lost and found area (see front office for location). Each Friday, all the lost and found items will be removed and donated to a local charity organization. To help alleviate the problem of lost articles, **PARENTS SHOULD PUT THEIR CHILD'S NAME ON ALL CLOTHING AND PERSONAL ITEMS (i.e., lunch boxes, water bottles, purses, etc.).**

STUDENT SOLICITATION

Students may solicit only for the TCEA-sponsored activities. All TCEA activities at the elementary level discourage door-to-door solicitation in the community. There will be no exchange of money among students for any purpose unless authorized by the office.

CELEBRATIONS

All celebrations are at the discretion of each educator and the academy administration. Parents /guardians should speak with their child's educator if they prefer their child not participate in celebrations at school. If the activity is due to religious or other beliefs an opt-out activity will be provided for your student.

TCEA staff tries to recognize celebrations and traditions of many different cultures and welcomes suggestions regarding celebrations and traditions that are special to students and their families.

Understanding cultural diversity is an integral part of society. The celebration of birthdays is left up to the classroom teacher. However, all treats must be store bought and have the ingredients listed. Also, invitations to outside parties will not be distributed unless there is an invitation for every student.

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FIELD STUDIES

The purpose of a field study is to give students a better understanding of their culture and acquaint them with real life experiences. Students are expected to follow all TCEA rules and policies and pay for any cost incurred. For those who cannot afford such studies, some funding and/or fundraising options may be available and parents /guardians should notify the office in such cases. If a Field Study Permission Form is not submitted by a parent/guardian in the proper time frame, if the student is not in proper uniform, or a student has had behavior which may jeopardize the safety of self, others, or the school, the child may not attend the study. Students not attending will still be expected to attend school and will be provided parallel learning activities.

Student safety is the main priority on field studies. Sponsoring and chaperoning adults are expected to adhere to TCEA policies and procedures on the field study as well as sign a chaperone agreement provided by the classroom teacher specifying specific expected chaperone behavior. Sponsors and chaperones should acquaint themselves in advance with those students who have medical conditions which may need emergency care. The classroom teacher must accompany the group and adequate male/female supervision should be provided.

Responsibilities of Parents Chaperoning Field Studies: Parents play an important role in making a field study successful. Field studies are planned to supplement the content through a “hands-on” experience. In preparing for a field study, the following points need to be understood by parent chaperones.

1. The classroom teacher is the final authority for all field study preparations including: volunteers, schedules, student discipline, and learning objectives.
2. Chaperones are required to remain with their assigned group for the duration of the field study. Chaperones are never to leave any student in their care unsupervised.
3. Situations involving student discipline should be reported immediately to the classroom teacher. Chaperones should rely on positive reinforcement redirection until the classroom teacher can be contacted. Chaperones should never touch a student in a physically aggressive way or speak to them disrespectfully.
4. Chaperones may not participate in smoking of tobacco products or consumption of alcoholic beverages during the entire duration of the field study. If this cannot be adhered to then please do not volunteer we will not tolerate this type of participation.
5. Since the field study is viewed as an extension of the regular classroom, all TCEA discipline codes apply.
6. Parents who offer to supervise on a school field study must understand that their full attention is needed to ensure the students’ safety. Therefore, siblings are not permitted on school field studies.
7. We also only permit a certain number of chaperones and do not permit additional parents and family members to meet us at field study locations. A group that is too large makes it difficult for us to ensure safety and appropriate learning experiences for our students.

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SCHOOL SPONSORED AFTER-SCHOOL ACTIVITIES

After-school activities offer a wide range of social and skill learning opportunities in addition to or to enhance the general curriculum. TCEA understands the importance of the after-school program to the growth of students and also recognizes the importance of enforcing academic standards. All after-school activities require students to maintain their academic grades and appropriate behavior during school and after school. Students may be placed on probation or removed from the after-school activity based on this criteria. Please refer to "Academic Probation" for details.

After-school activities also offer a social learning experience for students. TCEA students and spectators are expected to behave in accordance with school policies and procedures for conduct at home and away events. Furthermore, any student or spectator not adhering to these policies and procedures will be asked to leave the event and may not be permitted to return to future after school events.

Encore Kids College classes and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway and Friday Folder information for more details on after school clubs. **Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.**

STUDENT COUNCIL

The Board of Directors acknowledges the importance of offering students the opportunity to participate in self-government within school. Students have the right to organize, conduct meetings, and elect officers and representatives and petition to the Board of Directors. The Board recognizes the Student Council as the official voice of the student body and for the purpose of:

- Giving students practical experience in organizing, planning and affecting outcomes
- Developing student leadership
- Providing a learning experience in democratic decision making
- Offering another avenue toward the realization of the goals of TCEA

The Student Council will also be advised by staff members and required to post meeting minutes in the school hallway.

OTHER AFTER SCHOOL CLUBS

Other school clubs formed by staff members will be posted and available to all

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students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway for more details on after school clubs.

Eligibility

In order to be eligible for participation in school clubs and activities, students must have passed 4 of 5 classes from the previous trimester. Students must be currently passing 4 of 5 classes during the trimester of participation as well. (Per State regulations) Please see the Encore Athletic Handbook for specific guidelines on eligibility and athletic procedures. Students who have an interest in participating in sports at the college level must become familiar with NCAA guidelines for participation. These guidelines specify requirements regarding: GPA, ACT/SAT scores, applications and visits. Additionally, many of these guidelines are changing. Athletic candidates must complete a CLEARING HOUSE form.

SOCIAL EVENTS

The Board of Directors recognizes the value of student social events in enhancing and enriching the educational experience for the children at Encore. The Board of Directors along with the administrative staff will make school facilities available and provide appropriate staff to conduct the student social event after approval by the School Director.

School social events, which take place outside school facilities, must be approved by administration. As voluntary participants in school social events, students are held responsible for compliance with the rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures applicable during the regular school day.

Participation at school events is not a right; it is a privilege and as such will be denied to any student who has demonstrated disregard for the rules of the school, including students on suspension and academic probation.

ENCORE KIDS COLLEGE

Encore Kids College Vision: The vision of Encore Kids College, through a joint collaboration with local artists and organizations, is to provide access to the arts and creative practices for K-12 children in our community. We believe access to enrichment and creative activities will assist in promoting not only increased skill, but also a positive lifestyle for children. Offering choices to students to participate in creative opportunities encourages growth in both arts and academics. In addition to fostering student learning, TCEA wants to support and encourage the use of the local resources by establishing relationships between the school, family, and community.



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Program Logistics: Encore Kids College serves an after-school resource, provided by TCEA for all children in our community. Similar to a college catalog of courses, Encore Kids College will offer a variety of courses during after-school hours. Students are not required to attend TCEA to attend these programs, but priority is given to TCEA students. Instructors are not required to be, but may be, employees of TCEA. Instructors of these courses include artists, teachers and organizations from the community who are able to use TCEA facilities to provide courses to these students. All are expected to uphold ethical and safety practices to affiliate with Encore Kids College.

Encore Kids College will offer multiple arts disciplines, creative practices and similar courses. Courses will be offered in session increments Monday through Friday between 3:00 and 6:00pm. The instructor of the course sets tuition, fees, schedule, and course content. Parents and students will select options available based on age, content, day/time, and any other eligibility requirements set by instructors.

Parents must enroll students with Encore Kids College in order to register in a specific course, such as Art Studio or Guitar Lessons, for example. This is similar to registering for a community college, prior to being able to register for a specific course with the individual instructor. This is for safety and accountability of students.

Parents will then contact the instructor directly to pay the organization/instructor, fill out additional forms as required by the instructor and communicate any questions or concerns relating specifically to the course. TCEA does not receive payment from students or instructors for EKC programs.

For more information and updates about Encore Kids College, please consult the school website.

FUNDRAISING

The Board of Directors acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the school.

The Board of Directors will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity with the school. All fundraisers are required to post in the school hallways the following: 1) group coordinating the fundraiser, 2) contact name, 3) purpose of the fundraiser, 4) fundraising goals, 5) amount collected, 6) how the fundraising dollars were spent. Fundraisers may be denied based on the discretion of the administrative office. The school Superintendent or School Director must approve all fundraising.

STUDENTS WITH SPECIAL NEEDS



Students with Special Needs

SPECIAL EDUCATION/EXCEPTIONAL CHILDREN POLICY

The Capitol Encore Academy Exceptional Children Services Policy:

The goal of The Capitol Encore Academy is to provide high quality educational services to students with disabilities by implementing Exceptional Children (EC) programs, utilizing research and standards-based interventions, instruction, and assessments in the least restrictive environment with the goal of preparing students to become independent, productive, and successful members of their community. Services are provided in accordance with the federal mandates of the Individuals with Disabilities Education Act (IDEA) and North Carolina policies governing services for children with disabilities.

Service Description:

TCEA students who meet NC Exceptional Children eligibility criteria will receive special educational services within the Least Restrictive Environment (LRE), based on identified educational needs. Students receive EC services in typical school settings from highly qualified professionals, provided in varying amounts of time depending on the student's needs. All service decisions are specified within an Individualized Education Program (IEP) developed by the multidisciplinary team, referred to as the Individualized Education Program (IEP) Team, which includes the parent, general education teacher, and the special education teacher.

Service Eligibility:

Exceptional Children's Services are provided under the following eligibility designations:

- Autism Spectrum Disorder
- Emotional Disability
- Deaf-Blindness
- Deafness
- Hearing Impairment (Hard of Hearing)
- Developmental Delay
- Multiple Disabilities
- Specific Learning Disability
- Other Health Impairment
- Orthopedic Impairment

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Speech or Language Impairment
Visual Impairment, including blindness
Traumatic Brain Injury
Intellectual Disability (Mild, Moderate, and Severe)

To be found eligible for EC services, the student must meet eligibility requirements as outlined by NC 1503-2.5(d). The disability must have an adverse effect on educational performance and must require specially designed instruction.

Multi-Tiered Student Support (MTSS)

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional support.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams identify groups of students that need additional support(s) with grade level standards in reading, math, behavior or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

Problem solving teams meet monthly to discuss areas of concern and strength. The term "Problem Solving Team" is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and Student Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all students or groups of students.

Specialized teams, such as the IEP Team, are also problem-solving teams; however, its purpose is initiated for individual students who are suspected of a disability or who have already been identified with a disability and is coordinated according to the regulatory requirements of the IDEA.

An "Individualized Education Program Team (IEP Team)" is the problem-solving team to which a student is referred when a disability is suspected, or a parent requests a formal evaluation. This team will engage in the problem-solving necessary to determine if a formal evaluation for special education and related services will occur and ensures that the appropriate procedures and documentation are completed in compliance with federal regulations and state policies. The implementation of interventions prior to a referral to the IEP Team is not required if a disability

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has been suspected by the parent or school staff or a parent or teacher has requested a formal evaluation in writing. However, interventions may need to be implemented concurrently with the formal evaluation timeline in order to provide the IEP Team a required component of a comprehensive evaluation at the time eligibility for special education and related services will be determined.

Procedures for Communication with Parents:

- Parents must be notified, in writing, that their student requires intervention beyond Core (Tier 1)
- The parent must be provided this information using the “Parent/Guardian Notification of Intervention”.
- A copy of this notification(s) must be retained in the student’s cumulative folder.
- A parent/guardian notification must be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive.
- A parent letter must also be sent each time the student successfully responds to intervention – intensive to supplemental and supplementary to core.

Child Find Responsibilities (procedures)

- 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 EC director of the school.
 - Upon receipt, the EC director shall provide the request to EC personnel to schedule the IEP Team meeting to discuss the parent request. This begins the regulatory/procedural timeline associated with initial referrals/evaluations.

Tiered Supports:

- **Tier 1** - All students receive high-quality instruction in academics at the core level.
 - *The problem-solving team must consider whether the student’s lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.*
 - *A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.*
 - *Parents must be notified, in writing, regarding the student’s response to intervention at each level (tier). The “Parent Notification of Intervention” must be used, and a copy retained in the student’s cumulative file.*

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- **Tier 2** - Increased instructional time on a specific skill set at that student's learning level, smaller groups of students or narrowed focus of instruction.
 - *The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.*
 - *A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.*
 - *Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.*
- **Tier 3** - Most intensive supports based on individual needs.
 - *The problem-solving team must consider whether the student's lack of progress is the result of a suspected disability. If a disability is suspected, the student must be referred to the IEP Team and interventions must continue concurrently while the issue of a suspected disability is resolved.*
 - *A parent has the right to request, in writing, an evaluation for special education at any time. If the parent makes this request, the student must be referred to the IEP Team while interventions continue.*
 - *Parents must be notified, in writing, regarding the student's response to intervention at each level (tier). The "Parent Notification of Intervention" must be used, and a copy retained in the student's cumulative file.*

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The publication, *A Parent's Guide to Section 504 Of the Rehabilitation Act of 1973*, is a resource available to parents through their school.

- A physical or mental impairment (has a history of having a physical or mental impairment) that **substantially** limits one or more major life activities.

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If you believe that a student may be eligible for Section 504 support, please contact school counselor for additional information.

DISCIPLINE & SPECIAL EDUCATION STUDENTS

School officials may suspend a disabled student (as identified by IDEA 2004) for up to ten (10) consecutive school days without implementing procedural safeguards. However, a suspension in excess of ten (10) consecutive school days, or removal from the student's typical educational environment for ten (10) cumulative school days due to a series of behaviors that constitute a pattern, is considered by NC state law to be a "change in placement" (NC 1504-2.7) for which procedural safeguards must be implemented. (Any serious behavior violation meeting criteria for "Special Circumstances" as outlined in NC 1504-2.1(g) is subject to immediate removal of up to forty-five (45) days to an interim alternative educational setting).

Before implementing a suspension for a disabled student for more than ten (10) consecutive school days, the school district must provide due process protection given non-disabled students, and must take the following steps:

1. Notify the student's parent or guardian in writing of proposed change in placement; and
2. Convene a Manifestation Determination Meeting and IEP Team Meeting to review available data and decide:
 - a. Did the disability cause, or have a direct and substantial relationship to the act of the Misconduct?
 - b. Did the District's failure to implement the IEP cause the misconduct?
3. If the answer to either of these questions is YES, TCEA must take immediate steps to remedy any deficiencies (as outlined in NC 1504-2.1). If the answer to both questions is NO, a suspension of more than ten (10) consecutive days or exceeding ten (10) cumulative days must be imposed. However, the school district is still responsible for providing special education services during the course of the long-term suspension and an IEPT must be convened to determine what the special education services will be.

At any stage, the parent always has the right to appeal a decision made as part of the IEPT process. In the event of an appeal, the school district must operate under the "stay put" policy allowing the student to remain in the present program. *TCEA will follow IDEA 2004 mandates.*

HOMELESS STUDENTS: MCKINNEY VENTO ACT

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Educational Rights of Children and Youth Experiencing Homelessness: *If you or someone you know is experiencing homelessness, please notify the school so we can help. This is not something to be ashamed of and there are many resources to assist families in this situation. TCEA is committed to keeping all information strictly confidential.*

Children and youth experiencing homelessness have the right to:

- Go to school, no matter where they live or how long they have lived there. Students who are homeless must be given access to the same public education provided to other students.
- Continue in the school they attended before becoming homeless or the school last attended if that is their choice and feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school they attended before they became homeless or the school last attended, if a request is made for such transportation and transportation is feasible.
- Attend a school and participate in school programs with students who are not homeless.

Students cannot be separated from the regular school program due to the fact that they are homeless.

- Enroll in school without providing a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes in the school of their choice even while the school and student who is homeless seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

These rights are established under the McKinney-Vento Homeless Assistance Act. This act is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition of homelessness.

How does the McKinney-Vento Act define homelessness?

According to U.S. Department of Education (USDE) guidance, people living in the following situations are considered homeless under McKinney-Vento: doubled-up with family or friends due to economic hardship; in motels or hotels due to lack of other suitable housing; in homes for unwed or expectant mothers because they have nowhere else to go; in homeless and/or domestic violence shelters; in transitional housing programs; on the streets; in abandoned

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buildings; in public places not meant for housing; in cars, trailers, and campgrounds; or awaiting foster care. Runaway and/or "throwaway" children and youth are also considered homeless under McKinney-Vento.

The description above refers to people living "doubled-up".

What does that mean? "Doubled-up" refers to people who are living with friends and relatives due to loss of housing, economic hardship, or a similar reason. However, families who have chosen to move into adequate housing situations with friends or relatives for reasons of cultural preference or convenience are not covered by McKinney-Vento.

Are migrant students considered homeless under McKinney-Vento?

Migrant students are considered homeless if they meet one or more of the definitions of homelessness under McKinney-Vento. However, migrant students should not be considered homeless simply because they are migrant.

Are children in foster care considered homeless?

No. The McKinney-Vento definition of homelessness includes children who are awaiting foster care placement only. Once children have been placed in foster care, they are no longer considered homeless.

If you would like additional information on the rights of homeless students or you would like to notify us of a situation involving a homeless student, please contact the following TCEA Homeless liaisons:

Amy Cox
Counselor
amy.cox@capitolencoreacademy.org

Gerard Falls
School Director
gerard.falls@capitolencoreacademy.org

MEDICAL POLICIES



Medical Policies

MEDICAL REQUIREMENTS

State Law and the Cumberland County Immunization Code require all students entering the Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, and Mumps, HIB shot, Hepatitis B, and Chickenpox or a signed statement that a child has not been immunized because of religious or other reasons. State Law and Cumberland County Immunization Code prohibit the TCEA from admitting children without the required immunizations.

INJURIES AND ILLNESS

Children should report all illnesses and injuries occurring in school to their educator or supervisory personnel. Only immediate and temporary care will be given in school. Parents will be notified by phone when a child needs additional care. If injury or illness is of an urgent nature, the local emergency services will be contacted. The school office will also notify the child's parent/guardian. Please use the following guidelines to determine when your child should return to school after illness:

- **Vomiting or Diarrhea** - When the child has been symptom free for 24 hours. If a student vomits or has diarrhea during the night or in the morning, keep the student home that day.
- **Flu symptoms** – When the child's temperature has returned to normal for 24 hours. This is a respiratory illness that usually starts suddenly with fever, headache, extreme tiredness, dry cough, runny or stuffy nose, and muscle aches.
- **Undiagnosed fever or rash** – When symptoms are gone for 24 hours.
- **Strep Throat or Scarlet Fever** – 24 hours after start of treatment.
- **Chicken Pox** – When old blisters have formed scabs and there are no new ones.
- **Conjunctivitis (pinkeye)** – When student has been treated with antibiotics for 24 hours.
- **Head Lice** – When head is treated and free of live lice or nits (eggs).
- **Scabies (body lice)** – 24 hours after start of treatment.
- **Impetigo** – When skin is clear or child has been under treatment for 24 hours.

By asking parents to follow these guidelines, TCEA hopes to decrease the spread of infection and maintain a healthy environment for our students and staff. Please do not send medication to school with your child. All medication must be brought to the office by a parent/guardian along with a written medication administration form filled out by your physician. Your child's education

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and well being is our number one priority. If you have any questions, please feel free to contact the Health Office 910-433-3600.

MEDICAL EXCUSES

A student may be excused from physical education and recess for one day with a note from parent/guardian. Extended excuses will be honored upon receipt of a physician's note. In the event of an extended excuse a physician's note may be required to return to physical education, recess, and after school activities.

COMMUNICABLE DISEASES

Any student evidencing a rash, sores, or other physical problems with possibility of being contagious, the student will be sent to the office to be sent home. When a child is absent with a contagious disease or illness, the parent/guardian should notify the TCEA main office. In order for your child to be admitted back into school, parents must comply with the Cumberland County Health guidelines. Please contact the main office for further information.

ADMINISTRATION OF MEDICATION

In accordance with TCEA's policy, no medication is to be in the student's possession at any time. Should children be required to take medication during the school hours, a form must be filled out by the physician indicating the name of the drug, the dosage to be taken and any other instructions that are necessary. The medication must be brought from the home by the parent/guardian or other responsible adult. The medication container must have the dispensing instructions noted on it. At school, the medication will be kept under lock and key and only the office staff will administer the medication. A record is kept of the medication that is administered to each child. A log will be kept indicating when each dose is administered to each child and signed by administering staff and when possible a witness. It is the responsibility of the High School student to come to the office to take the medication. If it needs to be distributed at a specific time during class, the parent must provide a physician's note to that specific classroom teacher.

NOTE: Prescription inhalers and Epi-pens are not allowed in the student's possession at any time unless the Emergency Self Medication Authorization has been completed and turned into the main office. At no time should a student be sent to school with medication that does not follow these guidelines. Student's are not to self medicate while at school nor are they to possess medications to offer opportunity for other students to ingest and possibly overdose.

ILLNESS AND ACCIDENTS

If a child must go home because of an injury or illness, it is the parent/guardian's responsibility to pick up the child at school. When a situation appears to be life threatening, the staff will act on the side of caution and will call an ambulance. The cost of the ambulance is the responsibility of the parent/guardian. The situation becomes challenging if parents cannot be reached in the

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case of an emergency therefore, the emergency phone number becomes crucial since it is the first number the office attempts to contact.

POLICY FOR REPORTING SUSPECTED CHILD ABUSE

In a perfect world, all children are loved, well cared for, safe, and treated with respect. Because our world isn't perfect, this is not true for some children. As educators and other TCEA staff members, we not only have the privilege of teaching, learning from and getting to know our students, but we must take on the responsibility of listening to and helping them when they need us to. When there is reasonable cause to suspect child neglect or abuse the following policy will be followed.

MAKE AN ORAL REPORT

In accordance with the law, any TCEA employee who suspects child abuse or neglect will report it to Child Protective Services immediately. Suspicion can be based on many factors such as observations, bruises or marks, student report, and so on. The abuse does not have to be confirmed. After an internal investigation, the Cumberland County Department of Social Services will determine the correct course of action. The Department caseworkers will interview the student as soon as possible. Any TCEA employee having knowledge of the incidents or concerns about the child in question should be prepared to share any such information with the child protection services caseworker or with any law enforcement personnel.

Additional Information

Complaint Procedure: *If you have a disagreement with a teacher or the administration, you should make every attempt to settle the problem with that person, without involving others. Should it not be settled, the two should go to the next line of authority to arbitrate the difficulty (Teacher Assistant Principal Principal Superintendent Board of Directors). It is the goal of TCEA to respond to complaints and problems as soon as possible.*

BOOK BAG/LOCKER CHECK

Random book bag and locker checks are to help prevent any illegal substances or weapons from being housed in the student possession. It is the responsibility of the school administration to check bags and lockers. The school administration may be assisted by the police and canine unit from time to time when conducting locker or personal bag checks. TCEA is not responsible for items that are stolen out of book bags or lockers. Students should never bring valuable expensive coats, jackets, jewelry, shoes, supplies etc. to school. Students are not allowed to share a book bag or house another student's belongings in their bag.

Lockers

All 7th and 8th-grade students are required to use a school-issued lock throughout their time at TCEA. The lock fee will be \$10. Students are not allowed to supply their own individual locks. Homeroom teachers assign lockers. Students are responsible for keeping their lockers clean. Any locker malfunction should be reported to Ms. Sinceno. Students are cautioned against sharing their locker combinations with each other and are warned not to keep money or valuables in lockers. The school cannot be responsible for items lost, stolen, or misplaced. Periodically, there will be scheduled locker checks. Administrators have the right to make unannounced locker checks as the locker is considered school property. Students will be allotted time before and after school to go to their assigned lockers.