MIDDLE SCHOOL STUDENT HANDBOOK

2022-2023 SCHOOL YEAR

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COMMUNITY CONTACTS GUIDE		
FA Support Counseling Services and Referrals	919-570-8262, Ext. 119	
County Social Services		
	Wake County Social Service	919-212-7000
	Franklin County Social Services	919-496-5827
Local Food/Clothing Banks		
	Food Bank of North Carolina	919-875-0707
	Inter-Faith Food Shuttle	919-250-6043
	Raleigh Rescue Mission	919-828-9014
	Tri-Area Ministries	919-556-7144
Mental Health Evaluations/Support		
	Holly Hill Hospital	919-250-7000
	Carolina Partners in Mental Health Care, PLLC	919-929-9610
	Brynn Marr Hospital	910-577-1900
Substance/Alcohol Abuse Services		
	Southlight	www.southlight.org
	First Step Services, LLC	www.firststepgarner.com
	HELP GUIDE	www.helpguide.org
	F.A.C.E. - Family & Community Education	919-833-8899

WORRIED ABOUT A FRIEND OR SITUATION AT SCHOOL? NEED SOMEONE TO TALK TO? ALL CALLS/ONLINE REPORTS ARE ANONYMOUS AND CONFIDENTIAL AND ARE AVAILABLE 24 HOURS A DAY/7 DAYS A WEEK!

If you are having thoughts of suicide, feel depressed, are having personal problems at home, or if you know someone who is, or you just feel the need to talk anonymously to a counselor-

HopeLine	LifeLine	Crisis Text Line
919-231-4525	1-800-273-8255	Text HOME to 41741

If you see or hear about bullying, fighting, abuse, harassment, weapons, or any other dangerous situation at school-

FA Confidential Online Form
www.franklinacademy.org
Go to "Quick Links" to find our "**Harassment Form**"

Say Something Anonymous Reporting

Say Something Anonymous Reporting System allows you to submit secure & anonymous safety concerns to help identify and intervene upon at-risk individuals BEFORE they hurt themselves or others.

844-5-SAY-NOW

You deserve to be safe.

No one has the right to abuse you or someone you know.

Child abuse is when someone, whether through action or failing to act, causes injury, death, emotional harm, or risk of serious harm to a child.
There are different types of abuse.

- Physical abuse is when a parent or caregiver injures or hurts a child, and it was not an accident.
- Sexual abuse occurs when an adult uses a child for sexual purposes or involves a child in sexual acts. It also includes when a child who is older or more powerful uses another child for sexual acts. You should never be touched by an adult in areas normally covered by underwear except for the purposes of a medical exam by a medical professional.
- When a parent or caregiver causes harm to a child's mental or emotional wellbeing, it is considered emotional abuse. While a single incident may be abuse, most often emotional abuse happens often enough to cause emotional harm and fear over time.
- Child neglect is when a parent or caregiver does not provide the care, supervision, affection and support needed for a child's health, safety and well-being.

It's not your fault.

It is wrong that you are suffering this pain, fear or sadness. You may also want to talk to a trusted adult like a parent, teacher, counselor, social worker, nurse or other school staff.

North Carolina Department of
PUBLIC INSTRUCTION

If you see any of the these signs, have been abused, or know someone you think is being abused, please get help right away.

Physical Abuse

- hitting
- kicking
- choking
- shoving

Emotional Abuse

- ignoring
- mocking
- name-calling
- blaming

Sexual Abuse

- sexual acts between an adult and youth
- forced sexual acts by an older child
- adults touching a youth's body in areas normally covered by underwear

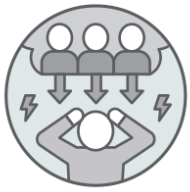
Child Neglect

Parent/Caregiver does not provide care such as:

- clothing, food, and drink
- a safe place to stay
- appropriate treatment for injuries and sickness
- access to school/education

Bullying

- repeated, targeted, aggressive behavior
- use force, threats, or teasing to overpower
- being socially shut out of a group
- can hurt physically, emotionally, or both



Online Abuse

- uncomfortable or sexual conversations
- requests for sexual or revealing photos
- threatening messages
- cyberstalking

The identity of the person making the report, and all information obtained during the report, will be held in the strictest confidence possible to maintain everyone's safety.

In an emergency:

Call 911

To report abuse:

919-212-7990

WELCOME TO THE FRANKLIN ACADEMY

Welcome, parents and students, to the 2022-20223 school year at the Franklin Academy. Franklin Academy is a public charter school that has been approved by the State Board of Education. As a charter school, we provide parents with a choice within the public-school arena. The Franklin Academy Board of Directors and staff look forward to providing a positive school experience for our parents and students.

MISSION STATEMENT

The mission of the Franklin Academy is to provide an environment that fosters and encourages high standards of academic achievement, creativity, technological sophistication, the love of learning, accountability, self-esteem and the development of good citizens. Through exceptional instruction, by highly skilled and qualified teachers; the highest possible student outcomes will be achieved.

THE FRANKLIN ACADEMY | PAST, PRESENT AND FUTURE

The Franklin Academy began in 1998 as one of the original 100 Public Charter Schools, in North Carolina, serving kindergarten through fifth grade. Since then, we have added sixth through twelfth grade and more than doubled our student population. Franklin Academy is one of the largest and most established operating charter schools in the state. The future of the Franklin Academy is just beginning and we are glad you choose to grow with us!

WE BELIEVE

At the Franklin Academy, we encourage appropriate behavior through the implementation of high expectations consistently held in all classrooms throughout our school which are supported and enforced through teaching, guiding, directing and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible effective choices in order to reach their academic and personal goals while being a productive member of the school community.

PARENTAL SUPPORT OF THE FRANKLIN ACADEMY

Franklin Academy's mission is to partner with parents in cultivating virtuous, critical-thinking, compassionate students from Kindergarten through Twelfth grade. Franklin Academy strongly encourages and welcomes parents/guardians to be involved in their child's education and to become part of the school community. As a partner with Franklin Academy, respect and support of the administration and faculty are expected. Franklin Academy is a school of choice. As a school of choice, parents/guardians are expected to act in an appropriate and civil manner toward school faculty, staff, and other Franklin Academy students. It is essential for parents/guardians to be supportive and civil in their actions and words about our school.

FRANKLIN ACADEMY BOARD OF DIRECTORS

Chairman of the Board
Mr. Robert L. Luddy

Board Members
Mr. Rick Eddins, Mr. Bill Francis, Mr. Alphonza C. Merritt and Mrs. Judy Nunnenkamp

Board Secretary
Julie Connell

FRANKLIN ACADEMY BOARD OF DIRECTORS MEETINGS

Franklin Academy is a public charter school that has been approved by the State Board of Education. As a charter school, we provide parents with a choice within the public-school arena. The Franklin Academy Board of Directors holds eight public board meeting each school year. Meeting information can we bound on our website.

ALLOWANCES FOR PUBLIC COMMENT AT FRANKLIN ACADEMY BOARD OF DIRECTORS MEETINGS

Franklin Academy Charter School conducts its School Board Meetings in conformance to the North Carolina Open Meetings Law (N.C. Statutes: Article 33C).
Franklin Academy Charter School Board ("Board") shall allow at least one public comment period at each regular board meeting. Individuals desiring to provide public comment shall comply with the following protocols.

1. Any person wishing to address the Board with comments pertaining to Franklin Academy Charter School related topics may do so during the Public Comment period at the end of the meeting.
2. Comments should be directed to the board as a whole. The purpose of the Public Comment period is to give Franklin Academy Charter School stakeholders an opportunity to express their views. Therefore, the board will not respond to questions.
3. Each speaker will have 2 minutes, with the total Public Comment period duration of ten (10) minutes. The Chair of the Board may extend the public comment period at their discretion.
4. Speakers shall state their name and topic before speaking.
5. The Chair of the Board shall determine if the topic is appropriate before the speaker may proceed.
6. In order to ensure that as many people as possible have an opportunity to address the Board, speakers may address the Board only once until all others have had a chance to speak.
7. Speakers will be courteous in their language and presentation.
8. The Chair of the Board will moderate the public comment period.
9. Only one speaker will be acknowledged at a time.
10. After the speaker has made his or her statement, he or she will be seated with no further debate, dialogue, or comment.
11. Should Board members wish to respond to public comments, they may do so by requesting a suspension of the rules.
12. No item raised during the Public Comment period may be acted upon by the Board during the day's meeting unless it was on the posted agenda.

CAMPUS LOCATIONS AND CONTACT INFORMATION

KINDERGARTEN TO SECOND GRADE | FRANKLIN ACADEMY—FA1 AND FA2

604 S. Franklin Street, Wake Forest, NC 27587
Head Administrator: Ms. Denise Kent
Administrator: Mrs. Melissa Lloyd
Phone Number: 919.554.4911
Fax Number: 919.554.2340

THIRD TO EIGHTH GRADE | FRANKLIN ACADEMY—FA3 AND FA4

1127/1137 Chalk Road, Wake Forest, NC 27587
Head Administrator: Ms. Denise Kent
Senior Administrator: Ms. Amy Daniels
Administrator: Mr. Jeff Dolan
Phone Number: 919.570.8262
Fax Number: 919.570.8241

NINTH TO TWELFTH GRADE | FRANKLIN ACADEMY—FA5

648 Flaherty Avenue, Wake Forest, NC 27587
Head Administrator: Ms. Denise Kent
Administrator: Mr. Brian Fouts
Administrator: Mrs. Tara Moore-Parker
Phone Number: 919.453.5090
Fax Number: 919.453.5099

THE TOP 15 ATTRIBUTES OF A LUDDY SCHOOL GRADUATE

Truth Seeker
Spirit of Gratitude
Strong Work Ethic
Unfailing Integrity
Continuous Learner
Self-Reliant Individual
Competent Technical Skills
Healthy Mind, Spirit & Body
Critical Thinker & Problem Solver
Dreams and Aspires to Change the World
Cooperative & Contributive Team Member
Ability to Find the Best Solutions & Outcomes
Well-Developed People & Communication Skills
Virtuous Leader with Well-Developed Judgement
Traditional American Values & Entrepreneurialism

INTRODUCTION TO OUR HANDBOOK

This handbook is provided to present an overview of the policies, regulations and procedures followed at the Franklin Academy.

As Franklin Academy partners with parents and students, it is essential for families to understand and remain supportive of the vision, mission, purpose and beliefs of the school. Additionally, as a partner with Franklin Academy, your utmost respect for the advancement of the school's mission as well as the support of the school's rules, policies, procedure, administration and faculty are imperative. By enrolling your child as a Franklin Academy student, it is important for parents to understand that you and your student are agreeing to abide by the mission, standards, and policies of Franklin Academy. Each student is expected to respect the rights and privileges of other students, teachers and guests. Students shall exercise their rights responsibly and in compliance with the guidelines established for the orderly conduct of the school's educational mission.

In light of this it is essential that the school and home work together to assure that all students meet the high expectations for behavior and academics set forth in our handbooks and through daily practice within our classrooms. As such, we strongly encourage and welcome parents/guardians to be involved in their child's education, and to become part of the school community by attending events or volunteering at school where such opportunities are available. When participating at school events, all guests are expected to act in an appropriate and courteous manner towards school faculty, staff and students.

This handbook is not intended to in any way restrict the authority of the school's administrators, teachers or staff to make such rules, not inconsistent with this code, as they are authorized by law to make for the operation of their school or classes. The Board of Directors encourages and supports the right of the school's administrator to employ a variety of disciplinary actions which may include, but are not limited to, suspension from school events and activities and out-of-school suspension. Grievances and expressions of dissatisfaction may be directed to school administration or the Board of Directors to be addressed directly.

As a living document, the policies contained within this handbook continue to be reviewed and updated by the Franklin Academy Board of Directors. Any amendments to this document will be provided to students, staff and parents.

ORGANIZATIONAL PATTERN AND CURRICULUM

Teachers at all grade levels follow the North Carolina Standard Course of Study and Essential Standards as a skeletal framework for content taught at each grade level. Parents can view the North Carolina Standard Course of Study and Essential Standards by visiting North Carolina's Department of Public Instruction at www.ncpublicschools.org.

Kindergarten is located in Franklin Academy I (the lower building). Grades one and two are located in Franklin Academy II (the upper building). Grades three through five are located at Franklin Academy IV, and grades six through eight are located at Franklin Academy III on Chalk Road. Grades nine through twelve are located at Franklin Academy V which is located on Flaherty Avenue.

The Franklin Academy has adopted a Direct Instruction format for instruction of core curriculum. The goal of Direct Instruction is to accelerate learning by maximizing efficiency in the design and delivery of instruction. Some of the delivery elements of Direct Instruction are rapid pacing and choral group responses, which are punctuated by individual turns. The design of Direct Instruction lessons includes every component to make a lesson successful. Each Direct Instruction program is extensively revised based on specific student error data from field tests. While using Direct Instruction, teachers are able to consistently test for mastery of each objective being taught. This allows for a higher time-on-task and retention level.

SCHOOL-WIDE GRADING AND ACADEMIC INFORMATION

SCHOOL HOURS BY BUILDING

Grade Level	Teachers Report	Student Drop Off	Class Starts	Class Ends	Teachers Dismiss
K	7:30A	7:35A	8:00A	2:45P	3:35P
1-2	7:30A	7:35A	8:00A	3:00P	3:35P
3-5	7:20A	7:25A	7:55A	2:30P	3:25P
6-8	7:20A	7:25A	7:55A	2:47P	3:25P
9-12	7:45A	8:00A	8:08A	3:20P	3:50P

MASTERY BASED PROGRAMS

At the Franklin Academy, students are grouped homogeneously for Reading, Math and Language Arts. Students are placed at an appropriate level based on assessments and placement test. Franklin Academy uses mastery based direct instruction programs. This means that students are expected to achieve mastery within their level. Retests are given when a student scores below 85% on assessments in Math, Reading, Spelling and LA. Retests are for mastery of skill, grade inflation will not occur. The school has established criteria for moving students from one level to another. Parents are notified of this accordingly.

GUIDELINES FOR ABOVE LEVEL MATH AND READING/ELA CLASSES K-8

Student placement in an above grade level class is reviewed throughout the year. In order to remain in an above grade level class, students must demonstrate mastery of materials by meeting the following criteria:

1. Grades K-5: class average of at least 90% to be reviewed at each marking period
2. Middle School Advanced Placement
    a. Math: Grades 6-8 class average of at least 88% to be reviewed at each marking period
    b. ELA: Grades 6-8 class average of at least 90% to be reviewed at each marking period

PARENT REQUESTS FOR ADVANCED PLACEMENT

Students are assigned placement in Reading/Language Arts and Math based upon a number of factors including classroom performance. New students to Franklin Academy are assessed and placed according to placement guidelines established through curriculum-based assessments. These placements are fluid and may change over the course of the year depending upon a student's ability to meet or exceed mastery levels as outlined in our handbook. Parent requests for advanced placement with no supporting evidence (i.e. consistent classroom performance above mastery and/or placement test performance) cannot be accommodated as they negate the purpose of grouping students homogeneously.

GRADING SCALE | GRADES K-1

Kindergarten and grade one students are evaluated on personal/social growth, work habits, fine motor coordination, and material outlined in the North Carolina Standard Course of Study and Essential Standards. Progress is evaluated as follows:

M = Mastered ***S = Satisfactory Progress*** ***N = Needs Improvement*** ***U = Unsatisfactory Progress***

GRADING SCALE | GRADES 2-8

Grades Two through Eight students are evaluated on personal/social growth, work habits and material outlined in the North Carolina Standard Course of Study and Essential Standards. Progress is evaluated on the following scale:

A: 100 – 90
B: 89 – 80
C: 79 – 70
D: 69 – 60
F: 59 – 0

Please Note: Work and grades collected during the last week of a marking period may count toward the next marking period's grade. Check with your child's teacher.

PROGRESS REPORTS AND REPORT CARDS

Report cards are issued four times a year at the end of every marking period and are posted on RenWeb. Progress Reports will go out at the midpoint of each grading period. Both Report Cards and Progress Reports will be sent electronically to parents through RenWeb. Please contact the office if you need paper copies. Progress reports are used to keep parents informed on their child's progress throughout the marking period. All make-up work will be graded at the discretion of the teacher. Please use progress reports to work with your child's teacher to ensure your child is meeting the expectations for his/her grade.

PROGRESS REPORTS AND REPORT CARD DATES

First Quarter:
Progress Report – Aug. 19th
Report Card – Sept. 16th

Second Quarter:
Progress Report – Nov. 10th
Report Card – Dec. 16th

Third Quarter:
Progress Report – Feb. 10th
Report Card – March 17th

Fourth Quarter:
Progress Report – May 12th
Report Card – June 9th

HOMEWORK PHILOSOPHY

The Franklin Academy believes that homework is an essential and integral part of every student's total education program. Through homework, classroom instructions are reinforced, high expectations are supported, students are motivated toward self-direction and the relationship of the school and home in the learning process are strengthened. Accordingly, classroom teachers will require assigned homework upon the objectives and guidelines, which follow:

1. To serve as an extension of the learning process.
2. To reinforce skills taught through practical application.
3. To improve study skills and work habits.
4. To develop self-discipline and a sense of responsibility.
5. To enhance home-school communication by providing the parents with the opportunity to monitor their child's progress on a regular basis.

HOMEWORK ON THE WEEKENDS

Students in grade 6-8 will not be assigned written homework on the weekends. As a result, students and parents can expect that homework will only be assigned for Monday night through Thursday night. Please note that long-term (weekly or more) assignments/projects may be assigned at teacher discretion and may include the weekend in the time frame for completion.

HOMEWORK HINTS

Parental assistance in monitoring homework and home study can greatly benefit both students and teachers in their mutual task of learning/teaching. Some suggestions which parents may find helpful are offered below:

1. Utilize the school-issued agenda to record nightly assignments in each class. Parents are encouraged to check and sign their child's agenda daily.
2. Schedule daily study times in a quiet, well-lit location.
3. Talk to your child about his/her school activities every day.
4. Keeping a supply of paper, pencils and other materials in the study area is helpful, as is access to dictionaries and encyclopedias.
5. Establish a daily routine to check your child's completed homework.
6. Children should be encouraged to seek help from parents if they are having trouble understanding an assignment. However, once areas of confusion are addressed, children derive the most benefit from the task if they complete assignments on their own.
7. Parents and students should check RenWeb daily to see assignments and projects that may not have been recorded in the agenda.
8. Encourage children to take pride in what they accomplish will help to instill a positive approach to homework and home study assignments.

LATE WORK POLICY | GRADES 6-8

Work turned in one day late will receive a maximum grade of 80%. Work turned in two days late or more will receive a maximum grade of 50%. Students have three (3) school days from the due date of an assignment to turn it in for credit. After three days it will become a permanent zero.
This is the general school policy with regard to late work. Grade level policies may differ in their expectations. All independent grade level policies must have their policies approved prior to implementation by administration.

ACCESSING GRADES VIA RENWEB

Teachers in Kindergarten through Eighth Grade will use RenWeb to inform parents of student progress. Assignments will also be listed in RenWeb, but students are encouraged to utilize their school-issued agenda to record daily assignments in class before leaving for the day. Information regarding how to set up an account is sent to parents at the beginning of the school year. Parents may then access their accounts via the Internet.

MAKE-UP WORK POLICY

The teacher will determine credit for make-up work following an unexcused absence. In making the determination about credit, they will consider the following:

1. The past performance of the student;
2. Circumstances that may have made the unexcused absences unavoidable;
3. Unusual family circumstances;
4. Nature of specific learning activity;
5. Other issues that the teacher determines to be relevant to the situation.

Schoolwork will be made up for excused absences under the following conditions:

1. If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school.
2. If the make-up work has not been assigned in advance, the student will have one (1) day for each day absent.

Absences resulting from an out-of-school suspension are excused. The following conditions apply:

1. Work will be assigned during the suspension. Students are expected to complete assigned work throughout the duration of their suspension. When the student has completed serving their suspension, they should bring all of their completed work when returning to the school.

EXTRA CREDIT

Opportunities for students to receive extra credit are left to the discretion of the teacher. Providing extra credit is not encouraged nor endorsed by the school.

LOCAL ACADEMIC REQUIREMENTS | PROMOTION

1. Promotion Procedure - Kindergarten

In order to be promoted from Kindergarten to first grade, the student must show sufficient progress to allow him/her to be successful in the first grade. Satisfactory rating on Kindergarten developmental and school readiness scale.

2. Promotion Procedure – Grades 1-2

In order to be promoted from grade one to grade two, or from grade two to grade three, the student must attain a passing grade in reading, language arts and mathematics.

3. Promotion Procedure – Grade 3

In order to be promoted from grade three to grade four, the student must have a passing grade in reading, language arts, mathematics and either science or social studies. In addition, per GS115C-238.29F, students in third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third-grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

4. Promotion Procedure – Grade 4

In order to be promoted from grade four to grade five, the student must have a passing grade in reading, language arts, mathematics and either science or social studies.

5. Promotion Procedure –Grade 5

In order to be promoted from grade five to grade six, the student must have a passing grade in reading, language arts, mathematics and either science or social studies.

LOCAL AND STATE TESTING INFORMATION

1. Iowa Test of Basic Skills (grades K-8)

The Iowa Test of Basic Skills is a series of tests administered throughout the primary grades to gain information about classes and student performance for instructional planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress

2. North Carolina Ready Beginning of Grade 3 ELA (BOG)/Reading Test

The North Carolina BOG test is administered during the first three weeks of the school year to test proficiency of expected grade-level reading knowledge and skills of current third graders.

3. North Carolina Ready End-of-Grade (EOG) Tests (grades 3-8)

The North Carolina Ready EOG tests are administered at the end of the school year to test mastery of grade-level knowledge and skills. Students are tested annually in reading, mathematics, and science (grades 5 and 8 only). Scores are included in school ABC reports and Student Accountability Standards.

EXPLANATION OF STATE PERFORMANCE LEVELS

State performance levels in reading and mathematics are defined as Level I through Level IV on the End-of-Grade Tests.

Level I: Students performing at this level indicate that they have Limited Command of knowledge and skills
Level II: Students performing at this level indicate that they have Partial Command of knowledge and skills
Level III: Students performing at this level indicate that they have Sufficient Command of knowledge and skills
Level IV: Students performing at this level indicate that they have Solid Command of knowledge and skills
Level V: Students performing at this level indicate that they have Superior Command of knowledge and skills required to be proficient at grade level work.

READING PROFICIENCY REQUIREMENTS FOR THIRD GRADE STUDENTS

In accordance with GS115C-238.29F, schools must notify parents when a student is not reading at grade level. These determinations will be made based upon current standardized testing (ITBS and/or NC EOG) data. Per GS115C-238.29F, students in third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third-grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

TESTING SCHEDULE

A schedule of state and local testing is available in the office.

POWERS AND DUTIES OF SCHOOL ADMINISTRATION WITH GRADE LEVEL PLACEMENT

Under GS 115C-288, school administration reserves the right and shall have the authority to place students in an appropriate grade level based on the student's academic record, except as provided in GS 115C-83.7(A).

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

Students in middle school taking high school mathematics and second language classes to receive graduation credit for these classes. To receive credit students must pass the class (60% or higher) and score at least a level III on any End-of-Course test (EOC) related to the class. At the Franklin Academy, this policy affects students in Math I (Algebra I), Spanish I, and/or French I in middle school.

When a student elects to take a Foreign Language Elective or Math I for High School credit the course and final grade will appear on the high school transcript and earns the student an elective credit toward graduation, however the grade does NOT calculate in a student's GPA. Students are still required to take 2 years of a Foreign Language once they get to high school; however, the level at which they begin may differ based upon their enrollment in and successful completion of these courses in 8th grade.

COMPLETION OF MATH I (ALGEBRA I) AT THE MIDDLE SCHOOL LEVEL

Per the State Board of Education (SBE) policy GCS-M-001, a student who successfully completes Math I (Algebra 1) in middle school shall:

1. Receive a final grade for the course based upon his or her performance and, in this case, his or her End of Course assessment score;
2. Receive one high school credit for Math I (Algebra I), thereby meeting the Math I (Algebra I) graduation requirement, and fulfilling one of the four mathematics course requirements;

Enter high school as a freshman with a requirement to complete N-1 additional credits, where N is the number of credits required by the district to graduate. A student whose school system requires 28 credits to graduate would enter high school needing only 27 more.

Grades earned by students while in middle school will not be included in the students' high school GPA calculation under any circumstances, regardless of how many high school courses a student takes in middle school.

COMPLETION OF A HIGH SCHOOL LEVEL FOREIGN LANGUAGE COURSE AT THE MIDDLE SCHOOL

Students who elect to take and successfully complete either Spanish I or French I during their 8th grade year will receive a year of credit towards their high school foreign language requirement. This year of credit will allow the student to enroll in the subsequent level 2 course in their freshman year. It is important to note that students will still be required to take two consecutive years of a language during their high school years regardless of whether or not a high school level foreign language course is taken during the students' 8th grade year. This means students completing a level 1 foreign language course in 8th grade will be required to complete a minimum of levels 2 and 3 during their first two years of high school. Subsequent language studies may be continued beyond this point at the students' discretion.

SEMESTER & FINAL EXAMS FOR HIGH SCHOOL LEVEL COURSES

Midterm exams and Final exams will be given at the end of each semester respectively. Midterm exams, if given, count as 20% of the student's final Fall Semester average. All Fall Semester Exams are created by the instructor of the course. Final exams include both state End of Course Tests as well as teacher issued exams are counted as 20% of a student's final course grade per state policy. AP Exams and State Writing Assessments are not counted as final exams for any class. Some courses require exams tied to performances, long-term projects, and other non-traditional exam types.

REQUIRED SEAT TIME FOR HIGH SCHOOL LEVEL COURSES

Students must earn a minimum of 130 hours (156 Middle School class periods running at 50-min each) in a year-long course in order to earn course credit. If seat time is missed in excess of the allotted time, students will be required to make up that time in order to earn credit for the course. Missed seat time due to excused absences can be made up. Making up of seat time must be done outside of instructional hours (before, after school, lunch time, carpool) with the instructor of the class or other designated instructor as approved by administration. In order for the time to be credited, the student must log the time and have the instructor sign off. This is then submitted by the student to the office for recording. Instructors are not required to adjust their schedules in order to provide time for students to make up seat time. Students with special circumstances (such as hospitalization) should contact the administration to address absences in the class. Absences acquired as a result of suspension are excused absences, however, seat time requirements still apply. Students who fail a course due to not meeting the seat time requirement will not earn credit for the course which will be reflected on their transcript.

SEAT TIME (ATTENDANCE) AND CHRONIC MEDICAL CONDITIONS

Students who have a diagnosed chronic medical condition which may impact seat time may have seat time waived at administrative discretion provided the following criteria is followed:

- Doctor's letter describing an on-going problem with chronic illness, communicable disease or injury which may impact attendance at school along with a description of the anticipated duration of the illness and impact on attendance.
- Parent's and/or doctor notes should be provided to the office within 2 days of absences related to chronic illness and the note should reference the impact of the illness in preventing attendance for that school day.
- Unplanned hospitalizations due to surgery or other reasons with appropriate documentation from the treating medical facility.

Seat Time will be reviewed on a case-by-case basis and determinations about waiving seat time will be made at administrative discretion.

STUDENT SERVICES INFORMATION

SPECIAL EDUCATION

The Individual with Disabilities Education Act (IDEA) ensures that students with a disability who are eligible and in need of special education receive a free appropriate public education. IDEA mandates that eligible students receive individualized instruction specifically designed to meet the unique needs of the learner. Federal and state procedures mandate that services be provided in the least restrictive environment. This means that a student must be placed in the regular education setting which the student would attend if he or she did not have a disability, unless the nature or the severity of the disability makes it impossible for the student to progress, even with the use of supplementary services.

OVERVIEW OF SPECIAL EDUCATION PROCESS

Referral or request for evaluation: A school professional may identify students suspected of having a disability. Additionally, parents may contact the student's teacher or other school personnel and request evaluations. An IEP Team, which includes the parent, would meet in either case and complete a Special Education Referral. During this meeting, the team will review information about the student's strengths and weaknesses, results of any interventions, information about educational history and daily classroom performance, state testing results (if available), etc. Based on a review of the information the team will decide if further data is needed to determine eligibility. If further data is needed, parental consent is required (Informed Consent for Evaluation). Evaluations requested by the team will be completed and an IEP Team, of which the parent is a part, will meet to review results and determine if the student meets the requirements for one or more of the 14 disability categories recognized within North Carolina (Eligibility Determination). If the disability has an adverse effect on educational performance and requires specially designed instruction, the student is found eligible for special education. An Individual Education Program (IEP) will be developed which outlines the student's strengths and weaknesses and the services, supplemental aids, modifications and accommodations required to meet the student's needs to progress in the general education curriculum. The IEP Team's decisions and the rationale for those decisions are outlined on the Prior Written Notice. Parents are provided this document that explains the team's decisions before any of those decisions are implemented. Informed Consent for Services must be signed by the parent before the IEP can be implemented.

Reevaluation: At least once every three years (and no more than once per calendar year unless agreed on by the team) a student must be reevaluated to determine if eligibility requirements continue to be met and to determine if the student continues to need special education. This is done via the Reevaluation Determination process.

DISCIPLINARY PROCEDURES FOR STUDENTS IDENTIFIED UNDER IDEA

Franklin Academy Charter School may suspend any student for violations of the Student Code of Conduct. When a student with disabilities violates the Student Code of Conduct and warrants suspension from school for ten (10) school days or less in a given school year, the school may follow its normal disciplinary procedures. School personnel may consider any unique circumstances on a case-by-case basis when determining whether suspension is appropriate. Circumstances considered should include area of disability, functioning level of the student, intent of the behavior and other relevant factors. After 10 school days of suspension, the child's IEP Team must determine whether the student's misconduct is a manifestation of the disability. A removal from current placement is generally termed an out-of-school suspension (OSS) or in-school suspension (ISS) if special education services are not provided.

A student with a disability who is removed from their current placement for more than 10 school days must continue to receive educational services, so as to allow him/her to continue to participate in the general education curriculum in another setting; continue to progress toward meeting goals outlined in his/her IEP; AND receive, as appropriate, a functional behavioral assessment (FBA), and behavioral intervention services and modifications that are designed to address the behavior violation.

PROJECT CHILD FIND

In accordance with Child Find provisions, Franklin Academy Charter School is committed to meeting the needs of students with disabilities. When a special education student transfers from another school system, Franklin Academy Charter School begins providing services comparable to those provided in the previous school system. A copy of the IEP from the previous school or verification of EC service via an email or phone call with the previous school is needed. Once services have been confirmed, parents will be requested to sign a Provision of Comparable Services form, which gives Franklin Academy permission to provide services while awaiting records from the previous school. Once records are received and reviewed, an IEP Team will meet and develop the IEP based on a review of the records from the previous school and the student's daily performance since enrolling in Franklin Academy Charter School. If the student is transferring from out-of-state, the team will also review formal and informal assessment data and determine if additional data is needed to determine eligibility in the state of NC.

Reference: NC Policies 1503-4.4 (f)

LOCAL DISPUTE RESOLUTION

Occasionally, members of IEP Teams will not agree about how to meet a student's needs or about exactly what should be included in an IEP. Franklin Academy and the NC Department of Public Instruction, Exceptional Children's Division, provide a range of resources to help the team resolve disagreements.

When challenges arise, first communicate with the person closest to the issues. Discuss your concerns with your child's teacher, the IEP Team and the principal of your child's school. If additional support is needed, informal and formal processes are available from DPI.

NCDPI Exceptional Children Division's consultants for dispute resolution and consultants for instructional support and related services are also able to offer consultation to assist parents, advocates, school system, or state operated programs personnel who request help with problem-solving.

Consultants at the Department of Public Instruction are neutral and refrain from taking sides when there is a disagreement, but consistently advocate for appropriate services for children with disabilities. They are committed to the protection of rights for children with disabilities and their parents.

An informal means of problem solving is provided through the Exceptional Children Division's Facilitated IEP Program for school systems, charter schools, state operated programs, and parents.

For more information on Dispute Resolution and governing policies can be found in the Parent Rights & Responsibilities in Special Education Notice of Procedural Safeguards

STUDENT SUPPORT TEAM | SST

The Student Support Team (SST) is a school-based group of people with a common mission –to support students in the regular classroom who are having difficulty in school. Teachers (regular and special education), social workers and administrators are examples of some of the people who may comprise the SST. Parents are also critical to the team, both in their participation and their input. Parents can contact the school for more information on SST. Referrals to SST should be due to: academic concerns in reading, writing, or math, severe behavior concerns, or severe focus/attention concerns.

ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION | AIG

Franklin Academy's curriculum allows for leveled grouping and differentiation. We serve students at their specific level, which is integral to our program's success, especially at the K-5 arena where our core programs are very systematic and leveled. Since our staff integrates differentiation seamlessly to everyday learning, parents may not realize the amount of specific ability-based instruction that our students receive.

Traditionally, students are identified as "academically gifted" after demonstrating ability in either math or reading. In the past at Franklin Academy, students were identified using two standardized tests- the CogAT and IOWA Test of Basic Skills. These tests allowed for identification in Math or English/LA/Reading only. Our school has long realized that students should not have to wait until they are identified to have their strengths recognized. Recognizing this, our Board decided a student's strengths need to be recognized in any area, not just math and reading, especially since they are served in their level of math or reading daily.

As a charter school, we are not required to identify students as AG, although we value, recognize and serve our students' gifts on a daily basis. Franklin Academy will no longer be identifying students as academically gifted. Students previously identified as academically gifted are still identified. Their paperwork will remain in their cumulative file. Their paperwork will be viewed as inactive. Students who are not identified at Franklin Academy will not be precluded from being identified in another school system. Albeit, our students whether previously identified as gifted or not, are anything but inactive; they are in fact actively engaged in a program that simultaneously supports skills and actively works to develop them to their fullest potential.

SERVICE ANIMALS

I. Purpose: In accordance with Section 504 of the Rehabilitation Act of 1973 ("Rehab Act"), the Americans with Disabilities Act of 1990 ("ADA"), and state law, this policy addresses the use of Service Animals on FA Property by qualified individuals with disabilities. Pets and therapy animals are not considered Service Animals and therefore are not covered by this policy.

II. Definitions:

A. Service Animal: A dog individually trained to do work or perform tasks for the benefit of an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability. The dog must be trained to take a specific action when needed to assist the person with a disability. For example, a person with diabetes may have a dog that is trained to alert them when their blood sugar reaches high or low levels. A person who has epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure. The work or tasks performed by a Service Animal must be directly related to the individual's disability or necessary to mitigate the effects of a disability. Crime deterrent effects of an animal's presence and the provision of emotional support, therapy, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

B. Disability: A physical or mental impairment that substantially limits one or more major life activities of an individual in accordance with the Rehab Act or ADA.

C. FA Property: Includes all property owned or operated by the Franklin Academy, including school campuses and buildings, athletic fields, playgrounds, parking lots, school vehicles, school buses, activity buses and any other properties owned or controlled by FA.

III. Requirements:

A. Student Requests: Parent/Guardian must submit in writing a request for the use of Service Animals to the office of the Head Administrator. Such requests should identify and describe the need for the Service Animal as it relates to the student's disability and describe the manner in which the Service Animal will meet the student's particular need(s).

B. Notice: Requests for the use of Service Animals on FA Property must be made no less than fifteen (15) business days prior to the proposed use of the Service Animal.

C. Prior Approval: Under no circumstances may a Service Animal be on FA Property without prior approval by the appropriate authority as listed above.

D. Costs: All costs related to the handling and care of the Service Animal are the responsibility of the parent/guardian of the student or the adult visitor or staff member who uses the Service Animal.

E. Violations: Any student who violates any provision of this regulation is subject to discipline under the policies of FA. Such discipline may include the restriction or removal of the Service Animal.

F. Health and Safety: Service Animals must:

1. Be clean, well groomed, and must not have an offensive odor;
2. Be treated for, and kept free of, fleas and ticks;
3. Be able to walk or lie quietly beside the Handler/Owner without obstructing aisles, doorways, etc.;
4. Be spayed or neutered;
5. Be housebroken;

6. Not urinate or defecate in inappropriate locations;
7. Not solicit attention or annoy other students and school staff;
8. Not interfere with or disrupt the classroom or other educational activities;
9. Not vocalize unnecessarily (i.e., barking, growling, or whining);
10. Not disrupt the normal course of school business;
11. Not show aggression toward people or other animals; and
12. Work calmly and quietly on a harness, leash, or other tether.

G. Training: The Service Animal must:

1. Be specially and fully trained to perform a task to mitigate facets of the individual's disability;
2. Be able to perform the work/tasks in public; and
3. Service Animals In-Training are not considered Service Animals under ADA.

IV. Responsibilities:

A. Handler/Owner: The care and supervision of a Service Animal is the responsibility of the Handler/Owner. FA staff are not responsible for the care or supervision of a Service Animal, including walking the animal or responding to the animal's need to relieve itself.

B. Vaccinations: The Handler/Owner must ensure that the animal is in good health and has been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association. The school retains the right to request proof of veterinarian reports or visits and appropriate vaccinations. For example, dogs should have routine maintenance for flea and tick prevention, de-worming, and have annual examinations. In addition, the animal must be spayed or neutered.

1. Tags: In accordance with North Carolina law, all dogs must wear a rabies tag. If an animal other than a dog is to be used as a Service Animal, the Head Administrator must approve the health requirements regarding that animal.

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

D. Damages: The parent of the student being assisted by the Service Animal or the adult staff member or visitor using the Service Animal is responsible for the cost to repair any damage done by the Service Animal to FA Property, and for any harm or injury caused by the Service Animal.

E. FA Staff: Upon agreement, the school staff will work with the student's parents or the adult staff member or visitor using the Service Animal to:

1. Allow a Service Animal to accompany the person with a disability at all times and places on FA Property where such persons would ordinarily be permitted to go;
2. Ensure that families and the student body are notified that a Service Animal will be in the school building;
3. Work with the Handler/Owner to orient the Service Animal to school staff and students, mainly those in the student's classroom(s);
4. Refrain from touching the Service Animal and encourage others to do so also;
5. Identify a location where the Service Animal can urinate/defecate and a location for the Handler/Owner to correctly dispose of the Service Animal's waste;
6. Work with the Handler/Owner to establish water or feeding breaks for the Service Animal;
7. Notify all safety and security personnel of the existence and possible location of Service Animals on FA Property; and
8. Establish and practice safety drills to include the Service Animal.

V. Removal 1: FA retains the discretion to exclude or remove a Service Animal from FA Property if:

A. The animal is out of control and/or the animal's Handler/Owner does not effectively control the animal's behavior;

B. The animal is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of FA;

C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity; or

D. The animal poses a threat to the health or safety of others that cannot be eliminated by reasonable modifications.

VI. Restricted Areas: FA may prohibit the use of Service Animals in certain locations due to health or safety restrictions or where Service Animals may be in danger. Such restricted locations include, but are not limited to, food preparation areas, mechanical rooms/custodial closets, laboratories, and/or other areas where the animal's

presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting the building administration.

VII. Conflicting Disabilities: If another person on FA Property has a covered disability under the ADA that includes an allergic reaction to animals and that person is in proximity of a Service Animal approved for presence on FA Property, a request for assistance can be made to the building administrator, who will consider all facts surrounding the contact and make an effort to resolve this issue.

VIII. Appeals: In the event of a dispute about an accommodation relating to a Service Animal or an animal restriction, a complaining party who is a member of FA (i.e. student, employee, etc.) may file a formal grievance through the established grievance procedure applicable to that classification of individual. All others should contact the Office of the Head Administrator to file a complaint.

Legal Reference: ADA Section 35.104 & Section 35.136; N.C.G.S. § 115C, Article 9; 130A-185

Footnotes

1. If the Service Animal is excluded under the conditions in Section V above, FA will give the student with a disability the opportunity to participate in the service, program or activity from which the Service Animal was excluded without having the Service Animal on the premises.

NONDISCRIMINATION STATEMENT

Pursuant to regulations implementing Title VI of the Civil Rights Act of 1964 prohibiting discrimination on the basis of race, color, and national origin; Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex; and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination on the basis of handicap in any program or activity receiving federal financial assistance: All opportunities will be offered without regard to race, religion, color, national origin, sex, or handicap. Franklin Academy Charter School will not discriminate against anyone on the basis of sex in its educational programs or activities, in admission to its educational programs or activities, or in employment policies and practices in accordance with Title IX of the Education Amendments of 1972. Inquiries regarding compliance with Title IX may be directed to the Title IX Coordinator.

Correspondence to the Title IX Coordinator should be sent to:

Denise Kent
kentd@franklinacademy.org
919-570-8262, ext. 310
1137 Chalk Road, Wake Forest, NC 27587

FAMILY AND SCHOOL COMMUNICATION

Communication between parents, students, teachers and administrators is key to ensuring everyone can work together in the best interest of the student. In a continuing effort to increase effective communication, we ask that everyone use the following protocol listed below when addressing questions or concerns:

Parents should contact the classroom teacher directly for the following

1. Student progress
2. Classroom management/discipline
3. Field trips
4. Grades
5. Projects and assignments
6. Conferences
7. Curriculum questions

Teachers should be your first line of contact for classroom questions and concerns. As professionals, they will work with you to address your concerns in a timely manner. If you contact an administrator prior to contacting the teacher you will be redirected to the teacher. Any question not answered by the classroom teacher may be directed to the administrator.

Parents should contact the school office for the following

1. Attendance
2. School schedule
3. Volunteer program
4. Lunch program
5. Student records
6. School programs (SST, after-school programs, etc.)

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are a very important contact between home and school. Should parents wish to schedule a conference with a teacher, they should email or call the teacher (please see our website for contact information). Please do not drop in during the school day for a conference, especially since teachers have student responsibilities during this time. Also, please note that teachers will not answer their classroom phones during the instructional time. As a result, you may need to leave a message for the teacher. Calls will be returned within 24 hours on school days. Teachers will schedule regular parent-teacher conferences during the first and third marking periods.

AGENDA

Every child will be provided an agenda by the school. The agenda is an effective way for students and parents to keep track of assignments and projects. Agendas are a great tool to use for communicating with teachers particularly when verifying completion of assignments or sharing updates on student progress. Parents are to check their child's agenda every night. The school will charge $5.00 to replace lost agendas.

ATTENDANCE POLICIES AND INFORMATION

Regular attendance in class is of paramount importance in the educational process. All students are expected to attend school on all days of the established school calendar as approved annually by the Franklin Academy Board of Directors and in compliance with the North Carolina school attendance laws. Because the majority of work is done during the school day, regular attendance is the backbone of success. A pattern of absenteeism can rapidly have a significant, negative impact on a student's ability to attain the North Carolina Standard Course of Study objectives. The student, the parents/guardians, and the school are all responsible for maintaining a high level of attendance in school activities in order to preserve the instructional integrity of the Franklin Academy.

EXCUSED ABSENCES

The following are considered reasons for lawful absence:

1. Illness or Injury
2. Quarantine
3. Death in the Immediate Family
4. Religious Observances
5. Medical or Dental Appointments (with a note from the doctor)
6. Educational Opportunity (see prearranged absences)

All absences MUST be handled through the school office.

1. Parents/guardians must notify the school office on the day of the student's absence.
2. Parents/guardians need to state the following when requesting an absence be excused:
    a. Student's name
    b. Date of absence
    c. Reason for absence
    d. Parent's/Guardian's name and phone number for verification.

A student who leaves during the school day for an excused appointment or illness is required to check out through the school office. Written notification from a parent must be presented at the time of sign out. A note of explanation from the parents/guardians is required on the following school day for any absence to be excused.

PREARRANGED ABSENCES

A student who knows in advance that they will be absent from regularly scheduled classes/activities for one full day or more will be required to complete a "Request for Absence" Form from the office. The form must be completed by parent/guardian with an explanation for the request. The student will be required to collect assignments that will be missed and are required to complete all assignments and submit them upon return to school. Determination of excused or unexcused status will be decided by the school along with conditions that must be met.

TARDINESS

Tardiness can disrupt the learning process, for both the tardy student and his/her classmates. Parents are encouraged to drop their students off at school prior to the class start time to avoid a loss of instructional time. Students arriving after the start time must sign in at the school office.

Three unexcused tardies will count as an unexcused absence for the class.

Students must be in their class for 75% of the class time in order to be counted as present for that class period.

SEAT TIME POLICY AND ATTENDANCE-HIGH SCHOOL LEVEL COURSES

Because the majority of work is done during the school day, regular attendance is the backbone of success. A pattern of absenteeism can rapidly have a significant negative impact on a student's ability to attain the course objectives,

which are needed to qualify for course credit that is recognized by the state. High school courses have a minimum of 130 seat hours required for earning credit for the class.

Failure to meet the seat time requirement will result in posting a grade of 59 (F) in the class. If seat time is missed in excess of the allotted time, students will be required to make up that time in order to earn credit for the course. Missed seat time due to excused absences can be made up. Making up of seat time must be done outside of instructional hours (before, after school, lunch time, carpool) with the instructor of the class or other designated instructor as approved by administration. In order for the time to be credited, the student must log the time and have the instructor sign off. Instructors are not required to adjust their schedules in order to provide time for students to make up seat time.

Students with special circumstances (such as hospitalization) should contact the administration to address absences in the class. Absences acquired as a result of suspension are excused absences, however, seat time requirements still apply. Students who fail a course due to not meeting the seat time requirement will not earn credit for the course, which will be reflected on their transcript.

SEAT TIME (ATTENDANCE) AND CHRONIC MEDICAL CONDITIONS

- Students who have a diagnosed chronic medical condition which may impact seat time may have seat time waived at administrative discretion provided the following criteria is followed:
- Doctor's letter describing an on-going problem with chronic illness, communicable disease or injury which may impact attendance at school along with a description of the anticipated duration of the illness and impact on attendance.
- Parent's and/or doctor notes should be provided to the office within 2 days of absences related to chronic illness and the note should reference the impact of the illness in preventing attendance for that school day.
- Unplanned hospitalizations due to surgery or other reasons with appropriate documentation from the treating medical facility.

Seat Time will be reviewed on a case-by-case basis and determinations about waiving seat time will be made at administrative discretion.

ILLNESS

Regular school attendance is expected. However, if the student is ill, he or she should not be permitted to attend school*. Please do not send your child to school in the morning if:

1. a fever of 100 degrees or higher is present
2. vomiting or diarrhea is present
3. there is evidence of a severe head cold, persistent cough or sore throat
4. there is evidence of a suspicious skin rash or other contagious condition (i.e. pink-eye)

*Students must be symptom free for 24 hours prior to returning to school.

The school should be notified if your student has a contagious disease including, but not limited to, chickenpox, pink-eye, impetigo, or pediculosis (head lice).

PROLONGED ABSENCES

Any student absent more than 10 days in a row without contacting the school will be automatically withdrawn from the Franklin Academy in accordance with school attendance laws.

ATTENDANCE BENCHMARKS AND SCHOOL PROTOCOLS

Franklin Academy follows NC Compulsory Attendance Law (NC General Statute 115C-378). Attendance will be assessed at regular intervals throughout the school year and we will email out letters to parents regarding students that reach 3, 6, and 10 unexcused absences as well as actions that will be taken once a student reaches 14 or more absences for the year. Below is an outline of these benchmarks with corresponding actions.

Number of Days Absent	Actions Taken by School	Corresponding Law/Policy
3 Unexcused Absences	Verbal or Written Communication to Parents. (via School Attendance Record).	All actions taken by the school are done so in accordance with policies outlined in NC General Statute 115C-378
6 Unexcused Absences	Written Notice to Parent along with Copy of Article 26, 115C-378 (Compulsory Attendance Law).	
10 Unexcused Absences	Written Notice to Parent along with Copy of Article 26, 115C-378 (Compulsory Attendance Law.	
14 Absences (Excused and Unexcused)	Written Notice to Parent along with Copy of Article 26, 115C-378 (Compulsory Attendance Law); Parent required to submit doctor's note to excuse any further absences incurred.	
20 or more Absences	Written Notice to Parent along with Copy of Article 26, 115C-378 (Compulsory Attendance Law); School will consider filing a complaint with the District Court for violation of Compulsory Attendance Law.	
15 absences per semester and/or 30 or more absences in one school year	The School will consider student retention for failure to meet Compulsory Attendance Law.	

HOMEBOUND SERVICES

Homebound services of Franklin Academy are a privilege. Homebound services provide students the opportunity to receive continuous short-term instruction from temporary physical medical conditions. There is no legal requirement for providing homebound services.

Homebound services will only start after a student is absent from school 30 consecutive school days. Homebound service delivery options will be at the sole discretion of the school's administrator. Eligibility for Homebound services will be reassessed at the start of each new academic year at which point this documentation will need to be completed again for the new school year. Continued need for Homebound services, once granted, will be assessed each quarter.

STUDENT HEALTH POLICIES AND INFORMATION

VISITING THE OFFICE FOR ILLNESS | INJURY DURING THE SCHOOL DAY

We do not have a school nurse on staff at the Franklin Academy. As a result, students who are ill or injured are brought to the office to call home. Beyond basic first aid for injuries (washing cuts with soap and water, providing band-aids and/or acetaminophen/ibuprofen), we cannot provide any other care. Students sent to the office for illness/injury will be instructed to call their parents. In cases of a medical emergency, 911 will be called as well as parents.

INJURY REPORTS

Injury reports will be completed for students injured during the school day. A copy of the injury report will be sent home to parents. If a serious injury occurs, parents will be notified by phone.

ACCESS TO AND ADMINISTRATION OF MEDICATION DURING THE SCHOOL DAY

When an illness or diagnosis is serious enough to warrant the administration of medication during the school day, including both over the counter medication and/or prescription medication, the medication must be sent directly to the office in the original packaging and must be labeled with:

1. Student's name and grade
2. Name of the medication
3. Amount of the medication to be taken
4. Time the student is to take the medication
5. Medication must be sent in original bottle--prescription medication will only be administered in accordance with printed directives given by healthcare provider

Please Note: A note from the physician may be required.

CONCUSSION POLICY

Franklin Academy Charter School has developed this protocol to address the issue of the management of concussions for enrolled students.

A safe return to activity protocol (learning and athletics) is important for all students following any injury, but it is essential after a concussion. The goal of this concussion protocol is to ensure that concussed students are identified, treated and accommodated appropriately for **Return to Learn** and **Return to Play**. Consistent use of a concussion management protocol will ensure that the student receives appropriate support and/or academic accommodations, as needed, prior to returning to full academic and athletic activity.

All coaches are required to certify concussion management training annually. Parents and athletes must be educated about concussions annually. The written documentation of the annual training shall be maintained by FACS Athletic Director.

All teachers are required to attend staff development, annually, on concussions and other brain injuries with particular focus on **Return to Learn**. The written documentation of the annual training shall be maintained by FACS Administration.

Recognition of Concussion

These signs and symptoms – following a witnessed or suspected blow to the head or body – are indicative of a probable concussion.

Signs (observed by others)	Symptoms (reported by student)
Forgets plays Appears dazed or stunned Exhibits confusion Unsure about game, score, opponent Moves clumsily (altered coordination) Balance problems Personality change Responds slowly to questions Forgets events prior to hit Forgets events after the hit Loss of consciousness (not required)	Headache Fatigue Nausea or vomiting Double vision, blurry vision Sensitive to light or noise Feels sluggish Feels "foggy" Problems concentrating Problems remembering

Any student who exhibits signs, symptoms, or behaviors consistent with a concussion must be removed from competition, practice or play and will not be allowed to train or compete with a school athletic team until the athlete has been examined by and received written permission to participate in athletic activities from a health care provider.

Athletes with a suspected concussion should not be permitted to drive home.
The School must notify parents/guardians within 24 hours if a student sustains a concussion.

Return to Learn Protocol: The following steps are required before the student can return to academic activity. When a student is ready for Step 3 of Return to Learn, the school will complete a Concussion Care Plan with an appropriate team (student, student's parents, principal, social worker, teachers, etc.)

Step 1: Home - Total Rest
Step 2: Home – Light Mental Activity
Step 3: School – part time – maximum accommodations
Step 4: School - part time – moderate accommodations
Step 5: School – full time – minimal accommodations
Step 6: School – full time – full academics, no accommodations

Return to Play Protocol for Student Athletes: The Return to Play plan should start only when a student has been without any symptoms for 24 hours.

It is important to wait for 24 hours between steps because symptoms may develop several hours after completing a step.

The student should not take any pain medications while moving through this plan (no ibuprofen, aspirin, Aleve, or Tylenol).

This program should be supervised by a healthcare professional trained in the management of concussions

Step 1: 20-30 minutes of cardio activity: walking, stationary bike. Weightlifting at light intensity: low weight, high reps.
Step 2: 30 minutes of cardio activity: jogging at medium pace.
Sit-ups, push-ups, lunge walks x 25 each. Weightlifting at moderate intensity.
Step 3: 30 minutes of cardio activity: jogging at medium pace.
Sit-ups, push-ups, lunge walks x 25 each. Resume regular weightlifting routine.
Step 4: Participate in non-contact practice drills. Warm-up and stretch x 10 minutes. Intense, non-contact, sport-specific agility drills x 60 minutes.
Step 5: Participate in controlled contact practice.
Step 6: Resume full participation in competition.

Concussion Care Plan: Once the school is in receipt of a medical diagnosis of concussion, the following actions are taken:

- The recommendations made by the doctor are reviewed by the student, student's parents, teachers and administration to determine what accommodations are necessary to help assist the student as they attend school while healing.
- These accommodations are then documented on the Concussion Care Plan and provided to all teachers who work with the student, office personnel and the parents to ensure that the accommodations are clear, communicated and implemented across classroom settings.
- As updates are made to the Concussion Care Plan, updated accommodations are reported to the teachers to ensure they are abreast of progress made in healing and/or continued need for accommodations.
- These accommodations remain in place until the student is cleared to return to regular school and physical activities by their healthcare provider.

GARRETT'S LAW

Garrett's Law (Senate Bill 444) is a North Carolina statute enacted in 2004 that mandates that schools provide parents and guardians with information about meningococcal meningitis, influenza, and the vaccines that protect against these diseases. This law was expanded in 2007 to mandate that information also be provided about the human papillomavirus (HPV) and the vaccines available to protect against HPV.

INDIVIDUAL DIABETES CARE PLANS

In accordance with G.S. 115C-47 Franklin Academy will create individual diabetes care plans at a parent's request. Please contact the office for more information.

IMMUNIZATIONS

A record of immunizations is required by law within 30 days of enrollment for all students. Failure to provide a complete immunization record within that time will result in the student being suspended from school until such time as the immunizations are complete, or a schedule for completion of the required immunizations, authorized by a physician, is presented to the school.

HUMAN PAPILLOMAVIRUS | HPV

HPV is a common virus that is spread from one person to another by close intimate contact. It is the most common sexually transmitted virus in the United States. There are many different types of HPV that can infect both men and women, and can raise the risk of cervical cancer in women. The virus lives in the body and usually causes no symptoms, but some types of HPV can cause visible growths or bumps on the genital area. Other types of HPV can lead to cervical cancer in women. Many people with HPV do not know they are infected, which is why it can be easily passed to others without realizing it. A vaccine is available which can protect females (ages 9-26) against 4 of the major types of HPV. For more information and for educational materials about the human papillomavirus (HPV), please go to http://www.immunizenc.com/HPV.htm

INFLUENZA | THE FLU

The flu (influenza) is a viral infection that can cause illness with symptoms ranging from mild to severe. Symptoms of the flu include fever, cough, sore throat, runny nose, body aches, chills, fatigue, and headache. Sometimes, vomiting and/or diarrhea can occur, although they are not usually the primary symptoms. The flu is spread through respiratory droplets from a cough or a sneeze, or from droplets on unwashed hands.

It is important to protect yourself and others against the flu and other illnesses by doing the following:

1. Wash hands frequently and thoroughly with soap and water. If soap and water are not readily available, use alcohol-based hand sanitizers.
2. Cover your coughs and sneezes with tissues.

3. Avoid touching eyes, nose, and mouth.
4. Stay away from people who are sick.
5. Stay home from work or school until 24 hours fever-free (without the use of fever-reducing medications). The flu can be especially dangerous in people with chronic health conditions and people with lowered immunity.
6. Get vaccinated against the flu. Contact your physician or local health department.
7. For more information and for educational materials about the flu, visit - http://www.immunizenc.com/FluSeason.htm

MENINGOCOCCAL MENINGITIS

Meningitis is an infection of the fluid surrounding the brain and spinal cord. It can be caused by a virus or bacteria. Viral meningitis is more common, and people usually recover fully. Bacterial meningitis is rare, but much more serious. Meningococcal disease is a serious bacterial illness. It is the leading cause of bacterial meningitis in children in the United States. Meningococcal disease can also cause blood infections.

Symptoms of bacterial meningitis include severe headache, high fever, nausea/vomiting, stiff neck, rash, fatigue, and confusion. Not all of these symptoms may be present. Meningitis is spread by close exchange of saliva and respiratory secretions. It can be spread through coughing, sneezing, kissing, and sharing items such as eating utensils, lip balms, drinks, and cigarettes. You can protect yourself against this disease and other illnesses by not sharing food items or utensils, by having good hand washing etiquette, and by covering coughs and sneezes, as stated above. Getting vaccinated is the best way to prevent this disease. A vaccine against meningococcal meningitis, which is recommended for school-aged children, is available through the local health department or private physicians. For more information and for educational materials about meningococcal meningitis, visit - http://www.immunizenc.com/Meningitis.htm

PEDICULOSIS | HEAD LICE

Students who are suspected of having lice and/or nits (eggs) by school personnel, must be removed from the school and properly treated. The student must be completely free of any nits or lice before reentry to the school can be allowed and the student must be re-checked by school personnel before re-entry. If a student is showing signs of pediculosis at school, the parent will be notified and given instructions as to proper methods of treatment and procedures for reentry of the student. Parents who find their student has pediculosis outside of school are asked to notify the office to facilitate a check of both the student and others in their grade level to help contain lice infestations.

STUDENTS WITH ALLERGIES

If your student has a severe allergy to food or other products, it is important that you complete an allergy plan each school year and provide a copy of the office. Medications or treatments for such allergies may be kept in the office as well as with the student's allergy plan.

PEANUT POLICY | TREE NUT POLICY

Franklin Academy I and II (Grades K-2) are peanut free/tree nut free campuses; therefore, no peanut or tree nut products should be brought to school. Franklin Academy III, IV, and V campuses (Grades 3 through 12) are NOT peanut free/ tree nut free. Since the students in these buildings are older and more aware of their allergies, we do not restrict peanut or tree nut products; however, please know that every effort is made to alert all adults and students in the classrooms and throughout the buildings of peanut or tree nut allergies.

STUDENT DRESS CODE GRADES 6-8

SCHOOL APPROVED BOTTOMS- PANTS | SHORTS | SKORTS

Pants/Shorts/Skorts *Color:* Khaki or navy blue. *Style:* Dress style pants, shorts. No capri style or corduroy.

Shorts/Skorts *Length:* At least a 5-inch inseam.

No skorts below knee length. Pants, shorts, and skorts should be free of holes. No knit, stretch, denim, or corduroy. Pants/shorts/skorts must fit appropriately and must not be excessively tight or baggy.

Belts*:* Belts may be worn in grades kindergarten through grade five, but are not required for these grades. Belts must be solid in color and cannot be embellished with decorations.

SCHOOL APPROVED TOPS- SHIRTS | SWEATERS | SWEATSHIRTS |FLEECE

Collared shirts: Long sleeve or short sleeve; button down oxford shirt or Polo style; turtleneck shirts. Colors are solid, plain navy blue, white, light blue, or red.

Pullover sweater, sweatshirt or button-down cardigan: Crewneck or v-neck in solid navy blue, white, red, or light blue.
Fleece: 1/4, 1/2 zip or full zip in solid, plain navy blue, white, light blue, or red.

The FA School logo or a student's initials monogram (under 3" in size) may be embroidered onto fleeces, pullover sweaters or cardigans but are OPTIONAL at the discretion of parents; otherwise these items must be solid and plain. Monograms/Logos must be applied through school-approved vendors. Only school approved colors will be permitted to be worn during the school day.

Polo shirts must be worn under any fleeces, pullover sweaters, sweatshirts or cardigans.

School approved athletic or organization jackets/fleeces acceptable.

OUTERWEAR

There are no restrictions on outerwear worn outside of the school building. All non-dress code outerwear must be removed once in the school building.

FOOTWEAR

Sneakers: Closed toe and closed heel. Shoes with eyelet holes must have laces and be tied at all times.

Dress Shoes: Must have closed toe and heel. No heels higher than ¼ inch. No sandals, clogs, flip flops, boots, slippers or mules. Heelies wheels, Crocs, Ugg boots and shoes that blink are not permitted to be worn in school.

Tights/Leggings: If worn, must be a solid color of white, black, red, grey or navy blue. May only be worn under skorts.

HAIR AND ACCESSORIES

Jewelry/watches/belt buckles: These items should not be excessively large or gaudy and should not contain inappropriate text or symbols. Earrings should not be excessively large and students should not wear more than 2 bracelets at a time.

No facial piercings.

Hair accessories (ie headbands, scrunchies, clips, etc.) should be neutral in color and not a distraction to the learning environment. Headbands with large adornments (ie animal ears) are not permitted.

Make-up should not be heavy.

Hair must be of natural colors. Hair adornments (ie fairy hair) are not permitted.

Student's hair should be well-maintained, neat in appearance, and not serve as a distraction to the learning environment. Facial hair should be groomed and neat at all times.

The following are not permitted: heavy chains or necklaces, temporary and/or permanent tattoos, face/body glitter, colored, highlighted, tinted and/or dyed hair in unnatural colors, faux hawks, hats inside buildings, bandanas, decorative haircuts/designs or other hair adornments. Students with tattoos will be asked to cover them so they are not visible during the school day. Non-compliance may result in suspension

Teachers may ask students to remove any accessory or jewelry item that violates dress code or is otherwise distracting from the classroom instructional process.

BOOK BAGS

Students are not permitted to carry book bags throughout the school day. Wheeled backpacks are also not permitted.

ADDITIONAL DRESS CODE NOTES

Undergarments must not be visible when students are in uniform. Undershirts and camisoles should be white and/or match school colors and should be tucked in appropriately.

Shirts must be properly buttoned and must be tucked in at all times. If it is not long enough to "stay" tucked in, it is not an appropriate shirt.

Attire should be professional and neat at all times. No deep V-necks or plunging necklines. Clothing should be properly sized to ensure appropriate fit. Clothing should not be excessively tight or baggy.

School administration has final say on whether or not an item is acceptable in reference to dress code.

MIDDLE SCHOOL PE UNIFORM REQUIREMENT

Middle School students must dress-out for PE and will be required to wear a Franklin Academy gym uniform. It will consist of navy shorts and a Franklin Academy gray T-shirt. T-shirts and shorts must be purchased from the school. If you are unable to purchase a PE uniform, please contact the office. All students should have their name written clearly on each article of clothing purchased. It is recommended that this be placed on the collar of the shirt and tag of the shorts.

STUDENT LIFE AND ACTIVITIES

AFTER SCHOOL EVENTS AND ATHLETIC EVENTS

Throughout the year, Franklin Academy will host various events after school hours as well as athletic events that are for Franklin Academy families to enjoy. With the exception of Middle School dances, parents (or another designated adult) are required to remain present and actively supervise their children during these events. Unfortunately, we do not have staff available to supervise students during after school family events.

MIDDLE SCHOOL DANCES | AFTER SCHOOL FUNCTIONS

Dances and other afterschool functions for grades 6-8 are held periodically at school discretion. These events are meant to be fun activities for students; however, adherence to basic school rules is expected. Only students in 6th grade and up may attend Middle School specific events. No students enrolled beyond 9th grade will be permitted to attend school dances. Attire for these events will vary but the standard expectation is that students will attend wearing age-appropriate clothing that is modest in nature. Book bags/overnight bags of any kid are strictly prohibited and students will not be permitted to enter the event with them. If your child is bringing an overnight bag to the event, please be sure to make arrangements before the event for storage. Students must be picked up within 15 minutes of the conclusion of the event or may be prohibited from attending future events without parent presence. Parents are responsible for understanding the start and end times and being present to obtain their child promptly. Attendance at these events is contingent upon behavior taking place during the school day. Attendance privileges may be revoked at any time at the discretion of school administration. Parents may be required to chaperone their child at the discretion of administration.

HOMEROOM TIME

In order to facilitate morning carpool, homeroom time runs daily. During this time, students are expected to report to their assigned homeroom class promptly for daily attendance to be taken. Students will not be permitted to socialize in the halls or use this as a free period. Due to the extended amount of time spent in homeroom daily, each grade level is required to use their homeroom time in a meaningful way as appropriate to their grade level. During this time students may be assigned work or activities relevant to their core classes and such work may be graded as a portion of their core class grade. Missing homeroom time does not excuse them from the assigned work and it is imperative to talk with the subject area teacher to ensure that the student is in possession of the necessary assignment in order to remain caught up. Please contact your child's homeroom teacher with questions about assigned work during this time.

INTRAMURAL SPORTS PROGRAM | GRADES 4 THROUGH 6

The Intramural Sports Program gives children an opportunity to learn about specific sports-related skills while also learning about teamwork and sportsmanship.

1. Program times vary by sport. Starts at the end of the school day.
2. Offered throughout the week.
3. Open to grades four through six;
4. Class size is limited based on the specific sport, on a first come, first served basis;
5. Staffed by a Franklin Academy employee or parent.

Parents who are interested in the Intramural Sports Program can contact the office for more information. Please contact our Athletic Director, Chris Straits at (919) 453-5090, Ext. 120 with any questions about our Intramural Program.

MIDDLE SCHOOL ATHLETICS | GRADES 7 AND 8

Sports are offered to all eligible 7th and 8th grade students. Per Board policy, 6th grade students are not eligible to participate in competitive play on middle school sports teams. Please contact our Athletic Director, Chris Straits at (919) 453-5090, Ext. 120 with any questions about our Middle School Athletics program.

GRADES AND ATHLETIC ELIGIBILITY REQUIREMENTS

Student athletes must maintain a combined grade point average (all core classes and elective classes) of 70% or higher and must not be failing any class to attain and remain eligible throughout the season. Progress report and report card grades only will be used to determine if the athlete keeps his or her eligibility. Complete eligibility guidelines are found in the Athletic Eligibility Requirements section of the Athletic Handbook.

DRESS CODE GUIDELINES FOR FEMALE AND MALE ATHLETES

Male Athletes

Dress code khakis, shirt and tie (Shirt must tucked in at all times)

Dress code shoes/athletic shoes.

Female Athletes

Dress code khakis

Dress code shoes/athletic shoes.

Sleeved dress shirt (capped, short, 3/4 or long sleeve ONLY are acceptable). Shirts must be tucked in at all times. Sleeveless, low cut or sheer shirts should not be worn. A blazer or sweater may be worn in addition to the dress shirt at student discretion.

MS teams will also have the option on game days of wearing their team spirit shirt and school approved khakis. Coaches will make the decision for the team as to what dress standard (spirit shirts or dress up) will be followed by his or her respective team for the season. Violations of this policy will result in the loss of privilege and return to standard student dress code for game days.

BACKGOUND CHECKS FOR VOLUNTEERS

Franklin Academy screens volunteers to ensure the safety of our students. The screening includes completion of an online criminal background check. Criminal background checks are valid for two years. A background check must be completed for:

1. Volunteer activity that involves direct contact with students under limited supervision by school staff.
2. Volunteer activity that involves unsupervised contact with student(s) on or off campus.
3. Criminal Background checks are required of all volunteers working individually with students under limited or no supervision by school staff in programs that are sponsored or co-sponsored by the school.

Volunteers, whose prior history, including criminal history, demonstrates a risk to the safety or well-being of students, will be denied participation to volunteer. All volunteers shall sign-in when arriving on campus and volunteers shall sign-out when departing the campus.

Volunteers should understand the expectations of the school, issues of confidentiality, professionalism and appropriate dress and appearance.

All volunteers who will be transporting students must hold an appropriate valid North Carolina driver's license, have proof of insurance, and undergo a criminal background check. Volunteers, whose prior driving history, including criminal history, demonstrates a risk to the safety or well-being of students, will be denied clearance for transporting students.

FIELD TRIPS

Teachers may plan field trips from time to time during the school year to enhance the curriculum within the classroom. Parents will be notified of these trips in advance.

1. All students must have written permission to go on field trips PRIOR to leaving campus. Payment for the trip will not replace written parent permission to attend said trip.
2. Once a fee is paid for the field trip, **it will not be refunded**. This is necessary because the school will be obligated for tickets, transportation, etc.

3. No student will be denied access to a field trip because of an inability to pay. Please contact your building administrator in such cases.
4. Chaperones should not bring younger or older siblings that also attend the Franklin Academy on field trips. Siblings brought along will be considered in violation of this policy and their absence will be considered unexcused.
5. Behavior in school must be acceptable to go on a field trip outside of school property. School administrator has final say in these situations.
6. Students must be in good academic standing (passing all classes) in order to be approved to attend field trips that require a full or partial school day absence.
7. Students who demonstrate poor behavior in school may not be permitted to attend field trips. Administration may also require that a student's parent/guardian attend field trips as a provision to permit a student's attendance in these situations. Such decisions are at the discretion of the school administrator.
8. School uniforms are required on all field trips unless otherwise noted by the teacher.
9. Chaperones are required to have a school background check before attending a field trip. Parents may get a background form from the office or your student's teacher. Parents must also give the office a copy of their license and insurance information, when driving on school field trips, prior to the event.
10. Students who stay behind from a field trip and attend school will be given alternative activities to work on during the school day.

CHAPERONE GUIDELINES | GRADES K-8

Chaperones are required to have a school background check before attending a field trip. Background checks are good for two years. Once expired they MUST be repeated in order for you to be an eligible chaperone.

1. Chaperones can obtain a background check form from your child's designated school office. Parents must also give the office a copy of their license and insurance information, when driving on school field trips, prior to the event.
2. Parents with students on multiple campuses only need to have ONE background check completed as clearance information is shared between campuses.
3. Background checks need to be completed at least 7 business days prior to the trip.

Be sure to acquaint yourself with all of the teachers prior to leaving and ask questions if something is unclear.

1. All drivers are expected to follow North Carolina traffic laws and regulations. This includes ensuring that ALL children are properly restrained in the car at all times.
2. Students should NEVER be permitted to ride unrestrained or be allowed to hang out of windows or sunroofs.
3. Chaperones should monitor inappropriate music and discourage inappropriate conversation and/or language at all times.
4. Chaperones should not smoke in the car while transporting students.
5. Please refrain from using your cellphone while transporting students
6. Please make sure you keep track of the students assigned to you at all times. Students should never be left unattended. Report any problems to a teacher.
7. If you see something happening with another FA group please report it to the teacher so that they may handle it. Parents should NOT discipline students, but instead notify a teacher.
8. Chaperones are expected to bring all students back to the school upon completion of the field trip. If you plan to take your child home directly after a field trip, arrangements must be made in advance.
9. Please be sure only to stop at places designated by the field trip organizers—do not make stops for snacks or food unless such stops are indicated in the field trip plans.
10. DO NOT make unauthorized stops while chaperoning/transporting students (i.e. stops for ice cream, snacks, etc.).
11. If you stop for lunch or snacks, students must consume all food/drinks purchased BEFORE they return to the school. Students will not be permitted to carry drinks and/or food back with them to class.
    a. When leaving and arriving at our campus, please make sure students are walking and not running in the hallways, and are quiet.
    b. Please refrain from using your cell phone during the field trip.
    c. Chaperones should not bring younger or older siblings that also attend the Franklin Academy on field trips.

As a school, we are committed to providing a safe and supportive environment for everyone involved. Please remember as a volunteer to:

1. Treat everyone with dignity and respect. Remember- you are a role model for our students.
2. Respect others' privacy and boundaries.
3. Adhere to all school policies, procedures and rules.
4. Do not voice defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff at the school.
5. Do not approach a student in order to discuss or reprimand them because of the actions of this child towards your own child.
6. Do not take/use images of students unless approved by school administration.
7. Maintain student confidentiality at all times. Do not discuss any student behaviors with anyone except the teacher and/or administrator. Do not engage other parents in regards to these matters.

BEVERAGES DURING THE SCHOOL DAY

Beverages held in disposable cups/cans are not allowed to be carried with students during the day. Cups/containers that contain beverages other than water will not be permitted. Juice boxes and sports drinks may be consumed during lunch only. Soda, coffee, tea, energy drinks and/or other caffeinated beverages should not be sent to school.

SNACK

Students may bring a healthy snack to school to eat during a time designated by the classroom teacher. This snack should be nutritious and should not consist of items such as candy, cookies, sodas, potato chips, etc. The classroom teacher reserves the right to decide when the snack is to be eaten. Caffeinated beverages and/or energy drinks should not be sent to school. Snacks that are not considered nutritious may not be permitted during snack time.

SCHOOL LUNCH

The Franklin Academy does not have a cafeteria and does not provide in-house lunches. We do, however, contract with local vendors to have lunches brought in for a reasonable price. Current lunch offerings and schedules will be sent home. Additional copies are available in the office. If a child forgets to order lunch and there are no extra hot lunches, all possible means will be exhausted to provide a lunch for the child. The school also provides beverages for purchase.

LUNCH PARENT VOLUNTEERS

The Franklin Academy greatly appreciates parents who are willing to come in and relieve our teachers by covering lunch. Parents who volunteer for lunch duty are expected to adhere to and enforce school and classroom rules. Rules and expectations will be provided to any parent who signs up to assist.

LUNCH PARENT GUIDELINES | GRADES K-8

WHEN YOU ARRIVE:

1. Report to the office to sign in.
2. You may want to grab the lunch basket for your child's homeroom from the front lobby—these are denoted with the homeroom teachers' name.
3. Please wait in the lobby until lunch begins.
4. Lunch runs from 12:30pm to 1:00pm for grades K-5 and 12:27-12:57 for grades 6-8.

IN THE CLASSROOM:

1. Know where your homeroom teacher will be during lunch in case there is a problem.
2. Be sure you are familiar with and are comfortable enforcing your homeroom teacher's rules while monitoring the class.
3. Be sure you have a copy of a student roster with you—just in case.

4. Students ARE NOT PERMITTED to handout lunches—either the lunch parent or homeroom teacher must handout lunches to ensure all that ordered have received their food.
5. Students should be seated at all times during the lunch period.
6. Horseplay is not permitted under any circumstances. Students should not be touching one another at all. Lunch parents are to refrain from engaging in horseplay as well.
7. Language used should be clean and kind—no inappropriate language is permitted
8. Electronic devices should not be used at all during lunch—these include eReaders, iPods and phones.
9. Trash should be cleaned up before students are permitted to leave the classroom.
10. Students who ask to leave MUST have a lunch pass to do so. One student should be permitted to go at a time.
11. Small infractions should be addressed immediately. If you have a consistent problem with a student please let your child's homeroom teacher know so that they can address the behavior.
12. Please remember: No adult should ever put their hands on a child be it for discipline or in a playful manner.
13. If you need immediate assistance contact the building office.

AS A VOLUNTEER:

1. As a school, we are committed to providing a safe and supportive environment for everyone involved. Please remember as a volunteer to:
2. Treat everyone with dignity and respect. Remember- you are a role model for our students.
3. Respect the privacy of others and boundaries.
4. Adhere to all school policies, procedures and rules.
5. Do not voice defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff at the school.
6. Do not approach a student in order to discuss or reprimand them because of the actions of this child towards your own child.
7. Do not take/use images of students unless approved by school administration.
8. Maintain student confidentiality at all times. Do not discuss any student behaviors with anyone except the teacher and/or administrator. Do not engage other parents in regards to these matters.

BEFORE YOU LEAVE:

1. Please let your child's homeroom teacher know if anything occurred during lunch that needs to be addressed.
2. Sign Out in the Office

INVITATIONS TO OFF-CAMPUS EVENTS

Students are not permitted to distribute invitations during the school day. Students are encouraged to make other arrangements for distributing invitations to outside events to ensure that peers receive them. Students bringing invitations to school to distribute will be asked to put them away.

NATIONAL JUNIOR HONOR SOCIETY

Selection Criteria & Membership in NJHS

The NJHS chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, citizenship, and character. These six criteria for selection form the foundation upon which the organization and its activities are built.

Scholarship: Students who have a cumulative grade point average (core classes only) of 95% or higher (unrounded) for National Junior Honor Society, set by the local school's Faculty Council meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character.

Service: This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership: Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activity while working with or for others.

Character: The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern and respect for others and generally maintains a good and clean lifestyle.

Citizenship: The student understands the importance of civic involvement, has a high regard for freedom, justice, and respect for the American form of government. Students demonstrate mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Selection Procedures for Selection into NJHS

For many students, selection as a member of NJHS is the pinnacle of their achievement in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the new member. Because of the importance placed upon this aspect of secondary school life, local chapters are charged with creating a selection process that conforms to national guidelines, is applied fairly and consistently to all candidates, and provides a meaningful recognition of deserving students.

Selection to NJHS is a privilege, not a right. Students do not apply for membership to NJHS; instead, they are invited to apply by meeting the scholarship requirement of 96.5% cumulative GPA. Students then provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. NJHS is more than just an honor roll.

The following selection process is used at The Franklin Academy:

Section 1: To be eligible for membership the candidate must be a member of those classes (7th and 8th grade) designated as eligible in the chapter bylaws. As the first step in the process, students' academic records are reviewed to determine students who are scholastically eligible for membership, i.e., students who meet the required 96.5% or above cumulative percentage. The percentage will be calculated by the chapter advisors. Please note that averages for consideration of membership will not be rounded up.

Section 2: Students who are eligible scholastically (i.e., "candidates") will be notified and informed that for further consideration for selection to the chapter, they must complete a Student Activity Form, which will be available from the chapter advisors. This form should not be referred to as an application. This form outlines the candidate's accomplishments in the areas of Service, Leadership, Citizenship, and Character.

Section 3: All faculty members will be invited to rate and make comments on candidates. To avoid questionable entries on faculty evaluations, all evaluations are signed and each evaluator will support any below-average rating with substantiating data based on sound professional judgment and action. The local adviser serves as the link between the Faculty Council and the evaluators, and may conduct informal interviews with those teachers who provide the below-average ratings. As with the Student Activity Information Forms, faculty evaluations are considered working documents to assist the Faculty Council in making sound decisions regarding membership. Such evaluations are expected to be used only by the Faculty Council, the advisor, and the principal and should be considered confidential. It is important to note that the actual selection of members will be made by the five appointed members of the Faculty Council. Consequently, point totals or averages of the faculty ratings are not considered as votes or the sole determinants of membership, but are instead reported to the Faculty Council to add to their information when considering selections.

Section 4: The Student Activity Form will be reviewed by the Faculty Council, along with any other verifiable information about the candidates relevant to their candidacy. After careful consideration and review of the Student Activity Form, each member of the faculty council will rate the student in four categories: service, leadership, character, and citizenship. Once the student's GPA is shown to be sufficient for candidacy, the issue of scholarship is put aside. The Faculty Council rates the forms using the scale of: 4 for outstanding, 3 for excellent, 2 for good, 1 for fair, and 0 for not recommended. A rating of less than 2 is considered a low rating and will be explained by the evaluator.

Section 5: The Faculty Council will interview all candidates personally. Students will be evaluated for good interview skills including appearance, articulation, poise, and content of responses.

Section 6: Each evaluation will be totaled. All evaluation scores will be averaged to determine if the candidate's score makes the cutoff point. All tabulations will be rechecked for accuracy. The cutoff score will be determined by the Faculty Council and will not serve as the absolute determinant of membership. If a candidate meets or falls below the cutoff point, the Faculty Council will review their information forms again in order to make a sound professional judgment regarding selection and non-selection.

Section 7: Faculty Council members will deliberate in order to guarantee that their decisions are based on accurate and complete understandings of all information presented for review. The actual selection of new members must be made by a majority vote of the five appointed members of the Faculty Council. Consequently, point totals or averages of the faculty ratings will not be considered as 'votes' or the sole determinants of membership. With the vote on each candidate, those candidates receiving a majority vote of the Faculty Council will be invited to be inducted into the chapter. All selected and non-selected candidates (i.e., those who do not receive the majority vote of the Faculty Council) will be notified by letter by the chapter advisors.

Section 8: Prior to notification of any candidates, the chapter adviser should report to the principal the results of the faculty council's deliberations for approval. Lists of selected and non-selected students, as well as reasons for non-selection may be incorporated into this meeting. This will assure the support of the administration prior to any notification.

Appeals

Appeals will only be considered in instances where a procedural error may have occurred. Appeals of the Faculty Council's decision will not be considered. The process to file an appeal for procedural error is as follows:

1. Contact the NJHS Advisor to share your specific concern and procedural error
2. If resolution is not found with the NJHS Advisory, the matter will then be referred to an administrator
3. An administrator will review all documents and information and make a determination

Timeline

At the end of the second marking period, student records are reviewed. Invitations for membership will be distributed at the beginning of the third marking period, and the selection process will begin. Those selected will be inducted during the latter part of the third marking period.

ARRIVAL, DISMISSAL AND CARPOOL PROCEDURES

ARRIVAL, DISMISSAL AND CARPOOL PROCEDURES | GRADES 3-8 | CHALK ROAD

In order to ensure the safety of our students at all times, we must adhere to strict procedures during arrival and dismissal times.

Morning Carpool Procedures:

1. When entering the Chalk Road Campus form two lines and drive around the school following the painted arrows on the ground. The inside lane will take you to FA4 (grades 3-5); the outside lane will take you to FA3 (grades 6-8)
2. Parents who are dropping children off for BOTH schools (FA3 and FA4) may use either lane.
3. Two carpool lines should NOT be formed in front of FA3 or FA4 until the carpool is staffed by school personnel.
4. School begins at 7:55 a.m. and students may arrive as early as 7:05 a.m.; however doors open at 7:25 a.m.
5. We encourage all parents to help their children learn to enter the building independently.
6. Students start their day best, when they are in class and ready to learn at prior to 7:50 a.m.
7. Students who arrive after 7:55 a.m. will need to be checked in at the office by a parent/guardian in order to be permitted in class.
8. Students may be dropped off in the carpool line in the front of the school.
9. The school requests that parents and /or siblings not escort their children into the school building.
10. If a circumstance arises where it is necessary to escort your child into the school building, please be considerate of others by not parking in the carpool line. Parents may park in the parking lot for this purpose and wait for staff directions to cross.
11. ALL students are expected to report to their homeroom class once they have unpacked their belongings
12. From 7:25a.m. to 7:55 a.m. students will have a homeroom period.
13. If your child is in school before 7:55 a.m. they are required to report to their homeroom class.

Afternoon Carpool Procedures:

1. Parents picking up from FA3 should not arrive until 2:45 p.m. as dismissal will begin promptly at 2:45 p.m.
2. Parents picking up from FA4 should not arrive until 2:30 p.m. as dismissal will begin promptly at 2:30 p.m.
3. Carpool ends at 3:15 p.m.
4. It is imperative to not come too early for carpool, since the parking lot is used during the day.
5. Do not cut through the parking lot when classes are outside using it.
6. Do not park in the area in front of the school (blocking the fire lane) prior to carpool starting.
7. PLEASE USE CAUTION while driving and DO NOT use your cell phone while in the carpool line.
8. Smoking is strictly prohibited on our campus.
9. Grades 6-8 will dismiss utilizing the “all-call” system within the classrooms.
10. The office will call student names and students will safely exit the building.
11. The school asks that all parents/guardians remain outside of the building until 3:15 p.m. If you need assistance from the office, please wait until 3:15 p.m. At 3:15 p.m. you may enter the building if necessary.
12. Students are required to remain in their assigned carpool rooms for dismissal until their name has been called to leave.
13. All students are required to be seated, silent and listening for their names to be called once carpool begins. They are encouraged to work on homework or read while waiting to be picked up by their parents.
14. Leaving the carpool room without being called and without permission is considered skipping and will be addressed accordingly with disciplinary measures.

By following these simple procedures, our school will be able to expedite the arrival and dismissal procedures of the students.

STUDENT RELEASED AS WALKERS | CHALK ROAD

Students released as walkers will be released at 3:15p.m. daily and will need to leave campus immediately upon release. Parents wishing to have their child released as a walker will be required to sign and submit official authorization to the school. Emails and phone calls will no longer be sufficient vehicles to provide permission for your child to become a walker. Students are not permitted to walk unattended to meet awaiting parents in the FA3/FA4 parking lots. This includes student athletes walking to meet their rides for games/practice. Parents choosing to park should do so in the FA4 parking lot and will need to walk down to the FA3 building to meet their child on the front porch and will be required to escort them to the car. Otherwise, we ask that you please use the carpool line to pick up your child.

LATE PICK-UP

All students are to be picked up on time. Students not picked up by 3:18p will be sent to After School Care and parents will be charged $15 for each occurrence. Payment is due in cash at the time the student is picked up. **Please do not ask to be excused from this fee.** The school does understand that emergencies arise and will deal with them on an individual basis. If a parent knows he/she will be late, they should call the school office. If a parent knows they will be late to pick up their student regularly they are expected to secure after school care for their student.

PROCEDURES FOR CARPOOL IN INCLEMENT WEATHER

Carpool will proceed as usual during inclement weather, albeit please be extra patient on these days. The school does its best to get students out quickly and safely.

DELAYED SCHOOL OPENING AND SCHOOL CLOSING DUE TO INCLEMENT WEATHER

The Franklin Academy may choose to implement a one-hour delay. In cases of severe weather, watch WRAL-TV Channel 5 to obtain information on delays or closings. There will not be a listing on WRAL-TV if we are open or running on a normal schedule. An email and text message will be sent to all parents in the morning once the decision to close school has been made.

Franklin Academy DOES NOT follow Wake County directives with regard to inclement weather.

AFTER-SCHOOL CARE

The After-School Program offers structured after school care for students. Below is an outline of the program:

1. Program runs from the end of the school day until 6 p.m.;
2. Structured homework time
3. Staffed by Franklin Academy employees;
4. Offered to students 6-8

Parents who are interested in Afterschool Care can contact the office for more information. **These programs run separately from the school and are optional. Participation is voluntary and at the sole discretion of school administration.**

ACCEPTABLE USE POLICIES

It is a Franklin Academy objective to make appropriate electronic information resources available to students to assist in furthering educational goals and to provide for efficient school-related communication. This policy governs the use of Franklin Academy electronic information resources and defines students' proper conduct and responsibilities while using Franklin Academy electronic information resources. Electronic information resources are defined as all Franklin Academy computer equipment, including any desktop or laptop computers, iPads or other hardware owned or leased by the school; the Franklin Academy computer network; email accounts; and any computer software licensed to the Franklin Academy; and stored data. Because electronic information resources are an integral part of the educational curriculum all students must comply with this policy.

Families are warned that some sites or pages accessible via the Internet contain material that is offensive, illegal, sexually explicit and discriminatory. In accordance with federal law, the Franklin Academy uses appropriate measures, including the use of advanced software for Internet content filtering and has procedures in place to further block accessibility to language and visual depictions that are obscene, lewd, pornographic, or harmful to minors, if necessary. Although it is the intent of the Franklin Academy that school electronic information resources be used only to pursue educational goals and objectives, filters may not block all offensive material and/or students may find ways to access inappropriate materials.

Internet access provides a wide range of resources to students beyond the customary retrieval or viewing of information. Teacher directed activities may involve interactive services or tools which allow greater student involvement through external collaboration and communications.

The Franklin Academy believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for communication and collaboration, exceed any disadvantages; but ultimately, parents and legal guardians of minors are responsible for setting and conveying the behaviors that their student should follow when using media and information resources. Students are granted access to the Internet automatically. However, Internet access is considered a privilege and may be revoked at any time by school administration.

A. School administrators and staff are responsible for enforcing this policy for any and all students in the school in which they work. Technology Services personnel are responsible for operating and monitoring Internet content filtering software. Administrators and staff must supervise student use of electronic information resources in a manner that is appropriate to the students' age and the circumstances of use.

B. Appropriate Use: All students are expected to exercise good judgment, use the electronic resources in an appropriate manner and adhere to this policy and all applicable laws and regulations.

Student use of the equipment is expected to be related to the Franklin Academy's educational goals and objectives. The Franklin Academy recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with Franklin Academy business, and is not otherwise prohibited by Franklin Academy policy or procedures.

> B1. Use of Franklin Academy Software: Franklin Academy software is licensed to the Franklin Academy Schools by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users must obtain permission from the Franklin Academy prior to copying or loading Franklin Academy software onto any computer, whether the computer is privately owned or is a Franklin Academy computer.
>
> The use of non-Franklin Academy software on any Franklin Academy computers (including laptops, desktops, and the network) is discouraged. Prior to loading non-Franklin Academy software onto Franklin Academy computers (including laptops, desktops, and network), a student user must receive express permission from the Franklin Academy chief technology officer or designee. The use of such software will be subject to any restrictions imposed by the chief technology officer or designee. All software must be

legally licensed by the user or the Franklin Academy prior to loading onto Franklin Academy equipment. The unauthorized use of and/or copying of software is illegal.

C. Prohibited Uses: Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are specifically not permitted. Franklin Academy electronic information resources may not be used for the following purposes:

C1. Commercial Use: Using Franklin Academy computers for personal or private gain, personal business, or commercial advantage is prohibited.

C2. Political Use: Using Franklin Academy computers to advocate, directly or indirectly, for or against legislation is prohibited.

C3. Illegal or Inappropriate Use: Using Franklin Academy computers for illegal, harassing, vandalizing, or inappropriate purposes, or in support of such activities is prohibited.

Illegal activities are any violations of federal, state, or local laws and include, but are not limited to, copyright infringement and/or illegal file sharing; posting or publishing false or defamatory information about a person or organization; committing fraud; cyberstalking; cyberharassment; threatening another person; or intentionally engaging in communications for the purpose of abusing, annoying, threatening, terrifying, harassing, or embarrassing another person.

Harassment includes, but is not limited to, slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, visual depictions, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose or effect of unreasonably interfering with an individual' work or school performance, or (3) interfere with school operations.

Vandalism is any attempt to harm or destroy the operating system, hardware, application software, or data. Inappropriate use is any violation of other provisions of this policy and includes, but is not limited to, using another person' ID or password; giving out one' user ID or password; plagiarizing; accessing, producing, storing, posting, sending, displaying, or viewing inappropriate or offensive material, including pornographic, obscene, discriminatory, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, or images of exposed private body parts; and accessing material advocating illegal acts or violence, including hate literature.

The Franklin Academy network may not be used for downloading entertainment software or other files not related to the mission and objectives of Franklin Academy for use on Franklin Academy's network or computers or transfer to a user's home computer or other personal computer. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Franklin Academy.

C4. Unauthorized Use: Franklin Academy electronic devices may only be used by Franklin Academy staff and students, and others expressly authorized by the Franklin Academy to use the equipment.

C5. Disruptive Use: Franklin Academy electronic devices may not be used to interfere with or disrupt other users, services, or equipment. For example, disruptions include, but are not limited to, distribution of unsolicited advertising (spam), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (i.e. chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of Franklin Academy computers or other resources accessible through the Franklin Academy computer network (cracking or hacking). Disruptive use may also be considered inappropriate and/or illegal.

The following are considered disruptions and are also prohibited: posting personal or private information about the user or other people on the Internet; arranging or agreeing to meet with someone the user has met

on-line for purposes other than official school business; attempting to gain unauthorized access to the Franklin Academy network, electronic devices, or systems; installing, downloading, storing, or running software used for hacking; attempting to bypass any Franklin Academy security control; posting information that could be disruptive, cause damage, or endanger students or staff; and accessing chat-rooms unless for a valid educational purpose or official school and/or Franklin Academy business.

D. This policy is applicable to all student users of Franklin Academy electronic devices and refers to all electronic information resources whether individually controlled, shared, stand alone, or networked. Disciplinary action, if any, for students or other users shall be consistent with the Franklin Academy standard policies and practices, including the Franklin Academy Student Handbooks. Violations may constitute cause for revocation of access privileges, suspension of access to Franklin Academy electronic devices, other disciplinary action, and/or appropriate legal action. Specific disciplinary measures will be determined on a case-by-case basis.

E. Franklin Academy electronic information resources, the Internet, and use of e-mail are not inherently secure or private. Students shall have no expectation of privacy while using Franklin Academy electronic information resources. The Franklin Academy reserves the right to search data or e-mail stored on all school-owned or leased computers or other electronic information resources at any time for any reason. The Franklin Academy reserves the right to monitor students' use of Franklin Academy electronic information resources and to take appropriate disciplinary action based on use that is in violation of this policy. The Franklin Academy reserves the right to disclose any electronic message or data to law enforcement officials, and under some circumstances, may be required to disclose information to law enforcement officials or other third parties, for example, in response to a subpoena or court order.

F. Security on any computer system is a high priority, especially when the system involves many users. Students are responsible for reporting information security violations to appropriate personnel. Students should not demonstrate suspected security violations to other users. Attempts to log onto any system with escalated privileges may result in cancellation of user privileges and may result in additional disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

G. Users of Franklin Academy computers are expected to respect the Franklin Academy property and be responsible in using the equipment. Users are to follow any Franklin Academy instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for Franklin Academy electronic devices while under their control.

H. The Franklin Academy makes no warranties of any kind, whether express or implied, for the service it is providing. The Franklin Academy will not be responsible for any damages suffered by users, including loss of data resulting from delays, non-delivery, service interruptions, or any other cause. The Franklin Academy will not be responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of Franklin Academy electronic information resources. Use of any information obtained via the Internet is at the user's risk. The Franklin Academy specifically denies any responsibility for the accuracy or quality of information obtained through its service. Users are responsible for any losses sustained by the Franklin Academy resulting from the user' intentional misuse of the Franklin Academy electronic information resources.

Legal Reference: 15 U.S.C. § 6501 et seq.; 16 C.F.R. Part 312; 47 U.S.C. § 254; 18 U.S.C. § 2510 et seq.; 20 U.S.C. § 1681 et seq.; 20 U.S.C. § 6777; 20 U.S.C. § 1232g; G.S. 14-196.3; G.S. 15A-286 to 287; G.S. 115C-47(33); G.S. 115C-391; G.S. 115C-398; G.S. 115C-401.1; G.S. 115C-402; G.S. 115C-523

ELECTRONICS AND INTERNET POLICIES

STUDENT INTERNET ACCESS AND ELECTRONIC MAIL

The Franklin Academy offers Internet access and electronic mail (e-mail) for student use. E-mail access is available for students in grade six and up. Access to the Internet will enable students to explore thousands of libraries and databases. Families are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find other ways to access other materials as well. We believe that the benefits to students exceed any disadvantages; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their students should follow when using media and information sources. The Franklin Academy supports and respects each family's right to decide whether or not to grant permission for access. A student account agreement form has been developed by the school and must be signed by the student and parent/guardian before access is permitted.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are not permitted:

1. Accessing, producing, posting, sending, or displaying material that is offensive in nature.
2. Harassing, insulting, or attacking others.
3. Engaging in behavior that could cause damage- whether accidentally or intentionally- to computers, computer systems, software, computer records, etc.
4. Using another's ID or password
5. Illegal use of data in folders or work files.
6. Intentionally wasting limited resources.
7. Employing the network for commercial purposes.
8. Using the system for political lobbying.
9. Posting personal or private information about you or other people on the Internet. This also includes posting information that could be disrupting, cause damage, libelous, or endanger students or staff.
10. Arranging or agreeing to meet with someone you have met on-line.
11. Downloading files without prior approval from school personnel.
12. Accessing chat-rooms.
13. Accessing another's email.
14. Sending mass emails to students, teachers, etc.

In the event a student engages in any of the above referenced activities, his/her access privileges will be revoked and other disciplinary measures may result.

TECHNOLOGY SAFETY EDUCATION

Through technology and character education classes, Franklin Academy students are instructed about the importance of online safety in relation to social media interactions, chat rooms and cyber-bullying. Information is also provided to parents when possible to assist them in understanding the latest trends in relation to online concerns and related safety precautions.

STUDENT CELL PHONES & ELECTRONIC DEVICES

No student shall use a personal electronic device on school property without administrative consent including but not necessarily limited to: cellular telephones, paging devices and two-way radios. If brought to school, students are required to keep cell phones powered off and put away during the instructional day. All wireless communication devices must be turned off during school hours. Students should not bring iPods, iPads, MP3 players, hand-held gaming devices, smart watches or any other electronic device to school. These devices are not appropriate in the classroom as students are not permitted to use them during the school day. Students are strongly discouraged from bringing Kindles, Nooks, or other e-Readers to school due to their high cost. The Franklin Academy will not be responsible for any theft and/or destruction of such devices should a child choose to bring them to school.

Legal Reference: G.S. 115C-391, G.S. 115C-36.

PHOTOGRAPHS

Individual photographs are taken of students each year as a service to parents. Photographs are made available at a cost basis and purchase of these pictures is voluntary. Notices are sent home prior to the date on which pictures will be taken. On picture day, students are expected to follow the regular dress code policy.

STUDENT BEHAVIOR

In order to maintain an environment that is conducive to teaching and learning, the Board requires the maintenance of good order in the schools. Any physical or verbal disturbance which occurs within the learning environment and which interrupts or interferes with teaching or orderly conduct of school activities is prohibited.

STUDENT CONDUCT

All students shall comply with the Student Code of Conduct of The Franklin Academy, state and federal laws, school board policies, and local school rules governing student behavior and conduct. This code applies to any student who is on school property, who attends school or at any school-sponsored activity, or whose conduct at any time or place has a direct or immediate effect on maintaining order and discipline or protecting the safety and welfare of students or staff in the school.

Students shall comply with all directions of administrators, teachers, substitute teachers, student teachers, teacher assistants, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

Violation of board policies, the Student Code of Conduct, Dress Code, regulations issued by the individual school, or North Carolina General Statutes may result in disciplinary action. Students shall be informed of local school rules that, if broken, may result in short-term or long-term suspension. Serious or repeated violations of any of the policies listed in this Code of Conduct may result in long-term suspension or expulsion of a student. A student who brings a firearm to school shall be subject to a 365-day suspension or expulsion.

When a school administrator has reasonable belief that an act has occurred on school property involving assault resulting in serious personal injury, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

Legal Reference: G.S. 115C – 391 and 115C-288 (g)

DISCIPLINE AUTHORITY

A school climate conducive to serious study and respect for oneself, other people, and property is essential for a school to meet the needs of youth. Each school administrator has the authority and responsibility to take whatever reasonable and legal action is necessary to establish and maintain appropriate student behavior in accordance with Board policy. Any parent who refuses to pick up their child after disciplinary action, will need to meet with the administrator to discuss the status of the child at the Franklin Academy. The school administrator is the final arbiter of all rules and policies governing the school. [Legal Reference: G.S. 115C-36, 288(e), 289, 307, 390, 391, G.S. 14-269.2(b) and (g), and 20 U.S. C. d 8921]

Days missed due to inclement weather do not count towards the days a student is suspended. Students serving a suspension occurring prior to 12:00 PM must be picked up from school before 12:00 PM, if not another suspendable day will be added.

DEFINITION OF CONSEQUENCES

School-Based Consequences: Consequences served at the school. Such consequences will be issued at the discretion of school administration. Opportunities for school-based consequences are very limited and will not be given for repeated offenses. Consequences may include working lunch or after school detention.

Working Lunch
Franklin Academy utilizes working lunch as a school-based consequence assigned by a school administrator. Students are expected to follow all rules and directives when assigned working lunch. Students who choose not to comply with these directives will be removed from working lunch and will incur a suspension from school.

Short-Term Suspension: suspension from school, school activities, and school grounds for a period of up to ten (10) days.

Long-Term Suspension: Suspension from school, school activities, and school grounds for more than ten (10) school days, but not exceeding the remainder of the school year.

365-Day Suspension: Suspension from school, school activities, and school grounds for 365 calendar days from date of incident.

Expulsion: Permanent exclusion from the Franklin Academy Charter School beyond the end of the school year.

STUDENT CODE OF CONDUCT

In order to ensure a safe and secure environment for all students and staff of the school, students will follow the Student Code of Conduct. Parents should read over and discuss the following policies, expectations and consequences. It is imperative that all families of the Franklin Academy understand and support the Student Code of Conduct.

The following offenses will be considered serious and may result in a student being immediately sent home with a suspension of up to ten (10) days as determined by the administrator upon investigation. Some offense may result in long-term suspension or expulsion from the school for the remainder of the school year or expulsion.

1. Physical Aggression/Fighting—i.e. Bodily harm and/or destruction of property, etc.
2. Social Aggression—i.e. Rumors, or exclusion from a group that inhibits learning or physical space, etc.
3. Verbal Aggression
4. Intimidation—i.e. Verbal or physical
5. Written Aggression
6. Sexual Harassment
7. Racial and/or Cultural Harassment
8. Inappropriate School Computer/Technology Use
9. Possession of a Weapon—i.e. Bringing to school a weapon or other object that can be reasonably considered a weapon or dangerous instrument. Toy weapons are not allowed to be brought to school.
10. Theft
11. Repeated Violations—i.e. Repeated classroom violations and/or any violation that has increased in intensity, frequency and/or duration.
12. Inappropriate Behavior—i.e. Lying, disrespecting authority, etc.
13. Public Displays of Affection—Public Display of Affection (PDA) is prohibited at school or a school sponsored activity and is defined as inappropriate physical contact including, but not limited to: hand holding, kissing, intimate touching and hugging.
14. Skipping/Cutting Class—i.e. Failure to report to any school assigned activity including homeroom, lunch, and carpool
15. Cyber Bullying—Use of school time or equipment for bullying through cyberspace.
16. Inappropriate Language—Use of curse words or diminutive words used with the intent to be derogatory or hurtful towards another person or group as determined by school administration.
17. Disruption of the Educational Environment—Includes but is not limited to engaging in any behaviors, as determined by administration, that interfere, impede, or distract from the educational environment both within the classroom and in common areas.

18. Non-Compliance—Includes but is not limited to a students' failure to adhere or comply with school/classroom rules and teacher directives as determined by an administrator.
19. Personal Device Usage at School—Use of a personal/non-school issued device during the school day to take pictures, create video or audio recordings without expressed approval of administration prior to the device being used at school.
20. Staff and School Safety—A student whose actions off-campus affect the safety and well-being of the school or staff will be subject to disciplinary action by school authorities up to and including suspension from school.
21. Tobacco use/Vaping/E-Cigarettes—No student shall possess, smoke, or otherwise use any tobacco product in any school building or school vehicle at any time or on the school premises during the school day or any school-related activities on the campus.
22. Academic Integrity Infractions—Any student who engages in or attempts to engage in plagiarism, falsification, violation of software copyright laws, or violation of computer access shall be subject to disciplinary action. The following actions are specifically prohibited:
    - Cheating includes giving or receiving unauthorized assistance on academic work.
    - Plagiarism includes copying the language, structure, or idea of another and representing it as one's own work.
    - Sharing class materials between courses from years past. This includes, but is not limited to, homework, tests, quizzes and essays.
    - Falsification includes verbal or written statement of any untruth.
    - Violation of software copyright laws includes unauthorized duplication of computer software (piracy), printed material related to computer software, and/or the use of pirated computer software.
    - Violation of computer access is willfully (directly or indirectly) accessing or causing to be accessed any computer, computer system, computer network, or any part thereof without proper authorization. *[Legal Reference: G.S. 14-453, 454, 455, 155C-391]*
23. Arson—The use of any material reasonably likely to result in a fire on school property is prohibited unless specifically authorized by school officials.
24. Assault on an Individual—No student shall cause or attempt to cause serious physical injury to any person intentionally behave in such a manner that could reasonably cause serious physical injury to any person.
25. Assault on a School Employee—No student shall assault or attempt to cause physical injury or behave in such a manner that could reasonably cause physical injury to any school employee or volunteer.
26. Hazing—Hazing is prohibited. No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass, or subject him/her to personal indignity.
27. Gambling—Students shall not participate in any unauthorized event, action, or statement that relies on chance for the monetary advantage of one participant at the expense of others.
28. Leaving Campus— Once a student arrives on campus, they are to remain on campus. Exceptions to this rule are with a "Permit to Leave" pass issued by the office. If any student leaves the campus without permission during the day, disciplinary action will be taken. The minimum action will be one-day suspension for skipping school.
29. Narcotics, Alcoholic Beverages, Controlled Substances, Chemical & Drug Paraphernalia—No student shall possess, use, distribute, sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or other controlled substance, or any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia or counterfeit drugs, or inhale or ingest any chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior. Except as noted below, the first violation of this policy by a student shall result in the long-term suspension of the student from the school for the remainder of the school year. An exception may be made when a first infraction does not involve the distribution, sale, possession with intent to sell, or conspiracy to distribute or sell a substance prohibited by this policy, and only when the school's directors recommend an alternative to long-term suspension. This alternative may be offered one time to students during their school career

(unless an exception is made by the Board). The alternative shall involve corrective education and/or counseling. It shall be designed by the Board and agreed to in writing by the parent, guardian, student, and school administrator. Parents and students shall be provided information by school authorities concerning available counseling, rehabilitation, and re-entry programs. (Note: Long-term suspension will be reactivated should the student and family fail to meet the requirements of the exception). Any student who is fourteen years of age or older and who distributes, sells, possesses with intent to sell or distribute, or conspires to distribute or sell any schedule I or schedule II-controlled substance as defined by the North Carolina Controlled Substances Act shall be subject to expulsion. The proper use of a drug authorized by valid prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed. Documentation must be provided (doctor's note or original prescription bottle with the student's name on it). Over-the-counter medications (Tylenol etc.) are permitted in their original container with written permission from a parent. *[Legal Reference: G.S. 115C-391, G.S. 90-89, -90]*

30. Peer Relations—No student shall engage in behavior that is immoral, indecent, overly affectionate, or of a sexual nature in the school setting. No student shall engage in sexually harassing behavior toward another student. *[Legal Reference: G.S. 115C-391, 478 U.S. 675 Bethel School District. V. Frazer (1986)]*.
31. Inappropriate Literature, Illustrations, Photographs—The possession of literature or illustrations which significantly disrupt the educational process or which are obscene is prohibited.
32. Threats of Violence—No student shall set off, attempt to set off, or aid and abet anyone in giving a false fire alarm, lock down alarm etc. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system. No student shall make, aid, and/or abet in making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises. No student shall place on school premises any device that would appear to a reasonable person to be a bomb, or similar instrument capable of causing injury or damage. No student shall attempt to extort money, personal property, or personal services.
33. Trespassing—No student shall be on campus of any school except the one to which the student is assigned during the school day without knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or the proper supervision are trespassers and may be prosecuted if they do not leave when instructed to do so. A student under suspension from school is trespassing if he/she appears on the property of any school during the suspension period without the express permission of the school administrator. *[Legal Reference: G.S. 115C-391]*

Before reentry after extended suspensions (5 days or more), parents and student may be required to meet with school administration to determine the conditions of re-admittance. A second violation of any of the above stated behaviors may result in a long-term suspension.

Written warnings may be issued in addition to other school-based consequences at administrator discretion. Written warnings are used to document behaviors that, if continued, would be considered worthy of suspension in accordance with the student code of conduct.

CYBER-BULLYING OF SCHOOL EMPLOYEE BY STUDENT

In accordance with § 14-458.2, it is unlawful for any student to use a computer or computer network to do any of the following:

1. With the intent to intimidate or torment a school employee, do any of the following:
2. Build a fake profile or Web site.
3. Post or encourage others to post on the Internet private, personal, or sexual information pertaining to a school employee.
4. Post a real or doctored image of the school employee on the Internet.

5. Access, alter, or erase any computer network, computer data, computer program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords.
6. Use a computer system for repeated, continuing, or sustained electronic communications, including electronic mail or other transmissions, to a school employee.
7. Make any statement, whether true or false, intending to immediately provoke, and that is likely to provoke, any third party to stalk or harass a school employee.
8. Copy and disseminate, or cause to be made, an unauthorized copy of any data pertaining to a school employee for the purpose of intimidating or tormenting that school employee (in any form, including, but not limited to, any printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network).
9. Sign up a school employee for a pornographic Internet site with the intent to intimidate or torment the employee.
10. Without authorization of the school employee, sign up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages, with the intent to intimidate or torment the school employee.

Any student who violates this section is guilty of cyber-bullying a school employee, which offense is punishable as a Class 2 misdemeanor. Situations involving violation of this statute will be referred to the proper authorities.

PLAGIARISM/HONOR CODE INFRACTIONS

What is Plagiarism? Plagiarism includes:

1. Direct copying of the work submitted as the student's own (i.e. from that of another student, or other person, from an internet source, from a print source)
2. Lack of in-text or in-project documentation to indicate the thoughts, ideas of another source/author
3. Documentation that does not check out or does not match Works Cited/Works Consulted
4. Work that suddenly appears on final due dates without a clear provenance (does not include checkpoint process requirements)

What is plagiarism and why is it wrong?

Plagiarism is using words, phrases, or ideas that you did not create on your own without acknowledging their original source. Plagiarism is wrong because it is a form of cheating, meaning that it is dishonest thievery, and it violates other writers' rights. Not to mention that you are essentially cheating yourself out of a valuable educational experience when you fail to do your own work.

What are the consequences of plagiarism at the Franklin Academy?

You are violating the student code of conduct at this institution, whether you intend to plagiarize or not. Therefore, you will be penalized according to Franklin Academy's discipline policy. This can lead to suspension from school.

So how does a teacher know that you plagiarized?

Your teachers know you well enough to know your writing style, capabilities, and work ethics. If there is a reasonable doubt that the work could be plagiarized, a teacher simply has to check your work against your sources. If you did not cite sources, the Internet and the tool TurnItIn are great tools for teachers to check for lifted material.

And what exactly should you cite in order to avoid plagiarism? Any facts or ideas that are not common knowledge MUST be acknowledged through citing your sources. If you have done research on a topic and you want to incorporate the author's idea into your paper, all you have to do is correctly tell the reader from where the idea came from. There are three main ways to incorporate others' ideas or words into your own essay.

Direct Quotations

- Offers exact words of a source
- Used when words show your point precisely and completely
- Use sparingly
- Place quotation marks around quote and the page number from the original source in parenthesis before the end punctuation mark
- Example:

- Aristotle affirms in *Poetics* that character holds second place in the heart of a tragedy because "character is that which reveals moral purpose, showing what kind of things a man chooses or avoids" (13).

Summary

- Presents the main idea of a source in a shortened form
- Example
  - Aristotle says that being true to life is important because this is from what propriety and goodness come (28).

Paraphrase

- Restates another writer's ideas in YOUR OWN WORDS
- Tests your understanding of an idea
- Be sure to use your own style of wording and not the author's
- Example
  - She shows her independence from Higgins by not directly falling in love with him, but trying to remember why she wanted to become educated in the first place—to make herself better and be independent (Chance 16).

If you have any questions about plagiarism, it is always best to ask your teacher before submitting questionable material.

The Modern Language Association's guidelines to research and documentation of sources is an excellent resource. The Franklin Academy strongly encourages each student and parent to visit this website frequently when essays or papers are assigned in order to prevent cheating and plagiarism.
http://www.ccc.commnet.edu/mla/index.shtml

Works Cited

Darling, Charles. "A Guide for Writing Research Papers." Internet. Available:
http://www.ccc.commnet.edu/mla/index.shtml

SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or car under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

1. *Personal Search* – A student's person and/or personal effects may be searched whenever a staff member has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.
2. *Locker Search* – Student lockers are school property and remain at all times under the control of the school; however, the students are responsible for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.
3. *Automobile Search*- Student parking at the school is allowed as a privilege. The school retains the authority to check student parking areas, including inspections of the exteriors of student automobiles when parked at the school. The interiors of student vehicles may be inspected whenever a staff member has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such checks and inspections may be conducted without notice, without student consent, and without a search warrant.
4. *Seizure of Illegal Materials* – If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

As used in this policy, the term "lockers" means any location used by the student for onsite storage of academic and personal items on school property.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Legal Reference: G.S. 115C-288(e), 115C-307A(a), State vs. FEW, 360 So. 2d 148 (Fla. App. 1978), Zamora vs. Pomeroy, 639 F.2d 662 (10th cir. 1981), State v. D.T.W. 425 So. 2nd 1383 (Fla. App. 1983)

INTERROGATIONS AND INTERVIEWS BY SCHOOL OFFICIALS

The principal of each school, and his/her authorized representatives have the authority to conduct reasonable interrogations and interviews of students in order to properly investigate charges of misconduct.

STUDENT LEAVE DURING PENDING INVESTIGATION

When necessary, a student may be placed on an investigatory leave to permit the principal and his/her authorized representatives to investigate actions, including but not limited to dishonesty, theft, violence or threats of violence, acts endangering others, use or distribution of unauthorized substances or any other conduct that warrants removing the student from the school s a means of maintaining the learning environment. The leave will be confirmed in writing, stating the reason and the expected duration of the leave. Upon conclusion of the investigation, the student and parents will be informed in writing of the findings and determination of consequences.

STUDENT PRIVACY AND SCHOOL DISCIPLINE

Franklin Academy is committed to providing equitable learning for all students. We have policies and protocols in place to prevent any disruption to the learning environment. Due to privacy laws, we are unable to discuss disciplinary consequences about a specific student with anyone beyond a parent or legal guardian of that student.

CORPORAL PUNISHMENT

The Franklin Academy prohibits the use of corporal punishment.

STUDENT BEHAVIOR AND FIELD TRIPS | OFF-CAMPUS ACTIVITIES

Students who are suspended from school for any reason may be restricted from attending any field trips and/or off-campus activities for the remainder of the school year in which the suspension occurs. Attendance will be determined at the discretion of administration in consideration of the violations of the Student Code of Conduct which resulted in suspension.

STUDENTS SELLING ITEMS AT SCHOOL

Students are strictly prohibited from selling any items of any kind at any time while at school.

TOBACCO | VAPING | E-CIGARETTE PRODUCTS

No student shall possess, smoke, or otherwise use any tobacco product in any school building or school vehicle at any time or on the school premises during the school day or any school-related activities on the campus. [Legal Reference: G.S. 115X-391, Craig O. v. Buncombe Co. Board of Education, 318 NC 285]

General Statement of Policy

1. It shall be a violation of this policy for any student of Franklin Academy to possess, use, consume, display or sell any tobacco products, tobacco-related devices, imitation tobacco products, lighters, or electronic cigarettes (vaporizers) at any time on school property or at off-campus, school-sponsored events.
2. It shall be a violation of this policy for any student, staff member or visitor of Franklin Academy to use, consume, display or sell any tobacco products, tobacco-related devices, imitation tobacco products or electronic cigarettes at any time on school property.

3. It shall be a violation of the policy for any student, staff member or visitor of Franklin Academy to use, consume, display, or sell any tobacco products, tobacco-related devices, imitation tobacco products, or electronic cigarettes at any off-campus, school-sponsored events.
4. It shall be a violation of this policy for Franklin Academy to solicit or accept any contributions, gifts, money, curricula, or materials from the electronic cigarette industry, tobacco industry, tobacco-related device industry or from any tobacco products shop. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall also be a violation of this policy to participate in any type of service funded by any of the industries listed above.
5. It shall be a violation of this policy for any person to promote, or for Franklin Academy to promote or allow promotion of tobacco products, tobacco-related devices, or e-cigarettes on the school property or at off-campus, school-sponsored events. This includes promotion of these products via gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers or any other materials.
6. Franklin Academy shall act to enforce this policy and to take appropriate action against any student, staff, administrator, or visitor who is found to have violated this policy.
7. Enforcement
    a. The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of both tobacco-users and non-users. All individuals on school premises including students, staff, administrators, and visitors share in the responsibility for adhering to and enforcing this policy.
8. Students
    a. The first violation shall result in an immediate, multi-day suspension from school.
    b. The second and subsequent violations may result in long-term suspension from school.

WORKING LUNCH

Franklin Academy utilizes working lunch as a school-based consequence assigned by a school administrator. Students are expected to follow all rules and directives when assigned working lunch. Students who choose not to comply with these directives will be removed from working lunch and will incur a suspension from school.

STUDENT RESTRAINT POLICY

§ 115C-391.1. Permissible use of seclusion and restraint.

(a) It is the policy of the State of North Carolina to:

(1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.

(2) Treat all public-school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.

(3) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.

(4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.

(5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

(b) The following definitions apply in this section:

(1) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a student with a disability.

(2) "Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:

a. Significant physical harm, such as tissue damage, physical illness, or death.

b. Serious, foreseeable long-term psychological impairment.

c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting,

or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.

(3) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.

(4) "IEP" means a student's Individualized Education Plan.

(5) "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

(6) "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.

(7) "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

(8) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.

(9) "School personnel" means:

a. Employees of a local board of education.

b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.

c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

(10) "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:

a. Physically prevented from leaving by locking hardware or other means.

b. Not capable of leaving due to physical or intellectual incapacity.

(11) "Time-out" means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

(c) Physical Restraint:

(1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:

a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.

b. As reasonably needed to maintain order or prevent or break up a fight.

c. As reasonably needed for self-defense.

d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.

e. As reasonably needed to escort a student safely from one area to another.

f. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.

g. As reasonably needed to prevent imminent destruction to school or another person's property.

(2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.

(3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

(4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

(d) Mechanical Restraint:

(1) Mechanical restraint of students by school personnel is permissible only in the following circumstances:

a. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.

b. When using seat belts or other safety restraints to secure students during transportation.

c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.

d. As reasonably needed for self-defense.

e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.

(2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.

(3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

(e) Seclusion:

(1) Seclusion of students by school personnel may be used in the following circumstances:

a. As reasonably needed to respond to a person in control of a weapon or other dangerous object.

b. As reasonably needed to maintain order or prevent or break up a fight.

c. As reasonably needed for self-defense.

d. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.

e. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and

1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.

2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.

3. The space in which the student is confined has been approved for such use by the local education agency.

4. The space is appropriately lighted.

5. The space is appropriately ventilated and heated or cooled.

6. The space is free of objects that unreasonably expose the student or others to harm.

(2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.

(3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

(4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

(f) Isolation. - Isolation is permitted as a behavior management technique provided that:

(1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled.

(2) The duration of the isolation is reasonable in light of the purpose of the isolation.

(3) The student is reasonably monitored while in isolation.

(4) The isolation space is free of objects that unreasonably expose the student or others to harm.

(g) Time-Out. - Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

(h) Aversive Procedures. - The use of aversive procedures as defined in this section is prohibited in public schools.

(i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390.3 or modifies the rules and procedures governing discipline under G.S. 115C-390.1 through G.S. 115C-390.12.

(j) Notice, Reporting, and Documentation.

(1) Notice of procedures. - Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.

(2) Notice of specified incidents:

a. School personnel shall promptly notify the principal or principal's designee of:

1. Any use of aversive procedures.
2. Any prohibited use of mechanical restraint.
3. Any use of physical restraint resulting in observable physical injury to a student.
4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.

b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.

(3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.

(4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:

a. The date, time of day, location, duration, and description of the incident and interventions.
b. The events or events that led up to the incident.
c. The nature and extent of any injury to the student.
d. The name of a school employee the parent or guardian can contact regarding the incident.

(5) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.

(k) Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense. (2005-205, s. 2; 2006-264, s. 58; 2011-282, s. 3.)

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

Franklin Academy is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. At Franklin Academy, bullying or harassment of any student-for any reason-is not acceptable and will not be tolerated. Every staff member, teacher, volunteer and student associated with this school is expected to treat their fellow colleagues, students, peers and classmates with respect and compassion-regardless of differences.

Pursuant to GS section 115C-407.5 (a), bullying or harassing behavior is defined as: any pattern of gestures or written, electronic or verbal communications, any physical act or threatening communication, that takes place on school property, at any school-sponsored event or on a school bus, and that:

1. Places a student or school employee in actual or reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. For the purposes of this section, 'hostile environment' means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by an actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

Any school employee, student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to an act of bullying or harassing behavior should report the incident to the Principal or his designee.

Harassment on the basis of affirmation or discussion of behaviors associated with the terms, "sexual orientation" or "gender identity", including homosexuality, bisexuality and transgenderism, are expressly prohibited.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

In recognition of state and federal laws protecting freedoms of speech and religion, including GS section 115C-407.8 (a), this policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline and referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation against any person for reporting harassment, intimidation or bullying also constitute violations of this policy.

STUDENT PROCEDURES FOR REPORTING AND RESOLVING COMPLAINTS OF HARASSMENT, INTIMIDATION, AND BULLYING

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. Programs may be established for receiving anonymous complaints, but no disciplinary action can be taken based on an anonymous complaint. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to the administrator or their designee who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian.

Formal Complaint Process: Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainants should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The school will fully implement the anti-retaliation provisions of this policy to protect complainants and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The administrator or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

A. All formal complaints shall be in writing and state that they intend to file a formal complaint. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the school needs to draft a formal complaint based on the information in the officer's possession.

C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.

D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the administrator shall take further action on the report.

E. The principal or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:

1. That the school intends to take corrective action; or
2. That the investigation is incomplete to date and will be continuing; or
3. That the school does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the principal's written response, unless the accused is appealing the imposition of discipline. In that event, the accused must provide a written appeal within 15 days of the written response to the Chairperson of the Board of Directors.

G. If a student remains aggrieved by the principal's or designee's response, the student may file a written appeal to the Chairperson of Board of Directors within 15 days of the written response.

H. The Board will hear the appeal in closed session and may invite witnesses to provide testimony in the closed session. The appealing student and their parents or guardian have a right to be present and present relevant evidence and testimony of witnesses. The Board has the absolute discretion to refuse to hear from any witness in the interests of time, privacy or of justice. The Board will issue a written decision within 5 days of the hearing.

SEXUAL HARASSMENT

The Franklin Academy Board believes that all staff and students are entitled to work and learn in school-related environments that are free from sexual harassment. The Board prohibits staff and students from participating in any form of sexual harassment. Complaints of sexual harassment should be made to a faculty member or reported directly to the administrator. When evidence of sexual harassment is established, disciplinary action will be taken.

A student does not have to report a sexual harassment incident for an investigation to begin, if a staff member knows or, in the exercise of reasonable care, should have known about the harassment. Sexual harassment between students is a serious violation of the Student Code of Conduct and may result in the suspension or expulsion of the offender. Students who are guilty of sexual harassment will receive a *minimum* consequence of a one-day suspension.

Once a sexual harassment claim is made, it will be promptly and thoroughly investigated. Evaluations of sexual harassment complaints are made on a case-by-case basis. The actions taken will be consistent with ending the sexual harassment, elimination of the hostile environment, and preventing the harassment from occurring again.

Grievances regarding alleged sexual harassment may be raised according to the procedures outlined in the Franklin Academy's Student and Faculty Handbooks.

Definitions

Sexual Harassment

Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic achievement/advancement (quid pro quo), or
2. submission to, or rejection of such conduct by an individual is used as the basis for decisions affecting such individual in matters of academic achievement/advancement (quid pro quo), or
3. the conduct has the intention or effect of unreasonably interfering with an individual's academic performance or of creating an intimidating, hostile, or offensive learning environment.

Sexual harassment may involve persons of the opposite sex or persons of the same sex, but it does not include personal compliments welcomed by the recipient, or social interaction or relationships freely entered into by the parties.

Unwelcome

Unwelcome means that the staff member or student does not request or invite the conduct and views it as offensive and undesirable. Any unwanted sexual behavior can be sexual harassment, even if the behavior has been tolerated in the past. A student may feel that objecting would increase the harassing conduct, or feel too embarrassed, confused, or fearful to complain or resist. It is also possible that a student who willingly participates in conduct on one occasion may later decide that the same conduct on a subsequent occasion has become unwelcome. As long as the behavior is unwelcome and creates a hostile environment, it is harassment.

Quid pro quo

Quid pro quo is a legal term that means "something for something." This form of sexual harassment involves one person (or persons) asking to trade sexual favors for "something." For example, in relation to the Franklin Academy that "something" could be a written copy of a paper that a student plagiarizes or a grade given to a student by a staff member, both in trade for a sexual favor.

Hostile Environment

A hostile environment exists when sexual harassment is repeated and/or severe, and when it makes it difficult to learn or participate in schoolwork or school activities. It can affect other people and not just the person targeted. Other people can be affected when unwelcome sexually harassing conduct is severe, persistent, or pervasive, creating an environment that is intimidating, abusive or threatening.

SEXUAL HARASSMENT GRIEVANCE PROCEDURE

The Franklin Academy will investigate and resolve all sexual harassment complaints as soon as they are reported. The following steps outline the procedure for investigation of sexual harassment complaints:

1. The victim (or victim's advocate) should alert a staff member or one of the administrators. The complaint should include the incident date(s), time of day, actions or words said by all people involved, and the names of possible witnesses who observed the incident. The Franklin Academy will take every effort to prevent public disclosure of the names of all parties involved except to the extent necessary to investigate the complaint.
2. The administrator will review and investigate the complaint to determine the appropriate course of action. If there are insufficient grounds to support the complaint, then the complaint is filed and the procedure is concluded. If there is sufficient evidence to proceed, then the administrator will review the grievance procedure with the parent/guardian or the student who reported the incident.
3. The alleged harasser will be informed of the complaint and advised of the grievance procedure.
4. Interim measures may be taken to protect the accuser during the investigation. These measures may include reporting the incident to law enforcement officials, separating those involved, or allowing the person claiming harassment to transfer to another class. The Franklin Academy will inform the alleged harasser that Title IX prohibits retaliation, and evidence of such action will result in a strong responsive action against the alleged harasser.
5. All staff or students involved with the complaint will be informed of the status of the complaint. All parties directly involved in the complaint will be notified of the outcome after The Franklin Academy staff has determined the appropriate course of action. (This does not include witnesses or others that were interviewed during the investigation). If necessary, The Franklin Academy Board may be consulted before a final decision is made on the complaint.
6. If harassment is substantiated, The Franklin Academy is obligated to stop the behavior(s) and ensure no future incidents occur. This includes eliminating "quid pro quo" harassment, hostile environments, or repetitive behaviors by students or staff. An appropriate sanction will be determined by the school administrator.
7. All parties in a complaint have the opportunity to appeal to the Franklin Academy Board of Directors.

ADDITIONAL INFORMATION

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Franklin Academy ("School") receives a request for access.
    a. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
    a. Parents or eligible students who wish to ask the School to amend their child's or their education record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
    a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board of directors. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Franklin Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Student Privacy Policy Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
7. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
11. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

DISSEMINATION OF INFORMATION CONCERNING STUDENTS

In accordance with FERPA, t The EPA requires all Public, Charter and Non-Profit Private Schools to annually notify their students' families and staff of our compliance and awareness of AHERA regulation. The Management Plan is on file in the office and available for review upon request.

he Franklin Academy will not develop nor maintain a directory of student-related information for distribution to educational, occupational, or military recruiters. Parents/guardians must request, in writing, the release of student record information to such agencies on a case-by-case basis.

AHERA MANAGEMENT PLAN

Each year, in compliance with the US Environmental Protection Agency (EPA) Asbestos Hazards Emergency Response Act (AHERA), we are required to notify all Franklin Academy Families and Staff that our school does not contain any asbestos-containing building materials (ACBMs).

Per AHERA regulation, we also have a signed statement from the project engineer responsible for constructing the school stating that no asbestos-containing building materials were specified for use in the construction of the school.

The EPA requires all Public, Charter and Non-Profit Private Schools to annually notify their students' families and staff of our compliance and awareness of AHERA regulation. The Management Plan is on file in the office and available for review upon request.

BIRTHDAY CELEBRATIONS AND SNACKS

We recognize that students enjoy birthday celebrations and special snacks at school, along with the importance of making healthy choices. In order to serve as good role models for our students and encourage healthy nutritional choices, the school asks that parents consider healthy alternatives for these celebrations. It is also important that we are responsive to students with food allergies or dietary restrictions. Please consider the options listed below for birthday celebrations or other special events. The homeroom teacher must approve all snacks brought into the school.

Snack Alternatives

Pretzels	Fruit Snacks
Goldfish	Crackers
Apple slices	Raisins
Fruit kabobs	Grapes
Cheerios	Teddy Grahams
Chex Mix	Graham Crackers
Popcorn	Goodie Bags
Books to share w/class	Pencils
Erasers	Stickers
Markers	

NOTE: Please be sure to let teachers know at least 48 hours in advance of any birthday treats that may be brought to school so that parents of students with allergies can plan ahead.

CRISIS PLAN

The Franklin Academy has a fully developed crisis plan in place to deal with any type of emergency.

The safety and welfare of our students is top priority. Staff and students are familiar with their roles and responsibilities during an emergency, and practice procedures through drills. School administrators collaborate with local law enforcement agencies to provide a safe learning environment for students on a regular basis. In some emergency situations, it may be necessary for the school to be placed on lockdown.

Once a lockdown is in place, police and school administrators work together to ensure the safety of everyone on campus. Once the situation has been stabilized, an email will be sent to parents to inform them that the school was placed on lockdown and the nature of the incident. During a lockdown, your child's school is a secure area. School officials and law enforcement are working together to keep everyone safe. To ensure the safety of all involved, we ask that parents please refrain from coming to school campuses during a lockdown. Once the all-clear is given, students and staff will be permitted to enter and exit the school again.

If the school must evacuate for a prolonged period of time, children in grades K-2 will be escorted to the Brookdale Senior Center; children in grades 3-8 will be escorted to the Heritage Golf Club. Dismissal and sign-outs will take place there.

Our school conducts quarterly announced (to teachers and staff) and unannounced drills to prepare and practice our procedures. Students are not made aware of these drills in advance but will be notified by staff at the conclusion of the drill that a drill was completed.

School doors remain locked at all times. Please help staff to provide a safe and conducive learning environment, by limiting traffic in and out of the building during the school day.

ACTIVE SHOOTER EMERGENCY PLAN | RUN, HIDE FIGHT

Franklin Academy recognizes the many faucets of safety including Prevention, Protection, Mitigation, Response, and Recovery. When an active shooter is in our vicinity, we must be prepared both mentally and physically to deal with the situation. Franklin Academy follows the Run, Hide, Fight method as our response to active shooters.

CUSTODY CONCERNS

A student may be picked up from school by a parent or by the persons designated as an approved emergency contact. Any other person must be verified by the prime custodial parent (i.e., the parent with whom the student resides). If one parent is not allowed to pick up the student, the school must have in our possession a current signed court order in order to prevent it. The Franklin Academy will remain neutral in all family matters and follow all orders in our possession that are made through the Court as they are written. The Franklin Academy will not amend or make exceptions to these orders unless the order itself has been updated by the court reflecting the requested changes.

DELIVERIES

Students will not be permitted to receive any deliveries on campus or for any occasion. Items delivered to school will be housed in the office where the student may pick them up at the end of the school day.

FRANKLIN ACADEMY PARENTS SUPPORT | FA PARENT SUPPORT

The Franklin Academy Parent Support is the parent/teacher organization at our school with the purpose is to assist in the promotion of excellence in the programs and atmosphere at the Franklin Academy. FA Parent Support provides aid and services for the school's educational and social activities. All are welcome to attend.

FUNDRAISING AND THE FRANKLIN ACADEMY

Fundraising activities are prohibited by the Board of Directors this includes community service and/or fundraising activities that require pledging of money, activities that are tied to collecting funds and/or competitions tied to any allowed fundraising activity. Our board feels strongly that applying pressure and commercializing our school should not be the approved outcome of any community service venture.

GUIDELINES PERTAINING TO THE FLAG AND PLEDGE OF ALLEGIANCE

The flag and Pledge of Allegiance to the flag are important symbols of the democratic heritage of the United States. The pledge is said at the beginning of the day in school. Students who, because of religious or other deep personal conviction, do not participate in the salute and Pledge of Allegiance to the flag will stand or sit in silence.

HOME SCHOOL STUDENTS | REQUIRED ENROLLMENT INFORMATION

Students enrolling from a home school setting must meet the regular enrollment requirements for all students and home school parents must also provide the following documentation on behalf of their student(s):

1. Dates of Attendance- one sheet for each academic year a form listing names of courses with their books/materials used, total number of instructional hours, and dates of enrollment; one sheet per academic year
2. Materials Used- a form listing names of courses with their books/materials used, total number of instructional hours, and dates of enrollment; one sheet per academic year
3. Curriculum- the title of each course completed followed by a written course description
4. Home school Transcript
5. Home school Name, Address and Phone/Fax/Email Parent Name(s), Address, Phone/Email
6. Student Name, DOB
7. Academic year with grade level, course names, semester/quarter grades, final grade, credit issued for each course, grading profile (ex. A=90-100, etc) and parent signature (signifying an official transcript)
8. Standardized test scores from each academic year from a nationally normed test [Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT), Stanford Achievement Test (Stanford), etc)]

INSTRUCTIONAL HOURS

Per the NC General Assembly Charter Schools Act, Charter schools are required to be in session for either 185 days OR for a total of 1025 Instructional Hours.

LOST AND FOUND

Please label all of your student's clothing and possessions to expedite locating lost articles. If articles are lost, check with the office to claim lost articles.

MIDDLE SCHOOL ELECTIVES

Please see the school office for a complete listing of middle school electives offered. Elective offerings may change from year to year and entrance is subject to course availability.

MOVIES

Movies may be utilized by teachers to enhance or reinforce something that is being taught in the classroom. There are a few occasions that movies are shown as a reward or part of a classroom celebration. Teachers must preview movies before they are shown to the class and movie showing is limited. The Franklin Academy observes the movie/TV rating guides as instituted by the Motion Picture Industry. Educational films and G-rated movies are allowed to be shown without parental notification or consent. Parents/Guardians will receive information if a PG rated or up movie will be shown at school and must provide permission for their student to view the movie. The information will include a synopsis of the movie and the reason for the movie (i.e. celebration, reward, tied to curriculum).

REQUEST FOR A SPECIFIC TEACHER

Franklin Academy does not accept requests for specific teachers. Considerations of educational, academic and social factors are the primary determinants in placement decisions for every student. Please notify a school administrator with any specific issues that need to be considered regarding placement.

SERVICES PROVIDED BY OUTSIDE AGENCIES NOT CONTRACTED BY THE SCHOOL

Private and other outside agencies (psychological, social work, counseling or other specialized service) not contracted directly by the Franklin Academy cannot provide services in Franklin Academy facilities. Franklin Academy must assure that all staff and volunteers who are working with students have passed the required background checks and have the appropriate oversight and supervision of the services. There are also significant issues of liability for the actions of or injuries to non-Franklin Academy employees while in a school or while performing activities, which are not a part of Franklin Academy service delivery.

SUICIDE THREATS AND MENTAL HEALTH ASSESSMENTS

The school social worker, administrator or designated representative will contact the parent/guardian as soon as possible after a student expresses suicidal thoughts. Parents will be asked to sign documentation to indicate that relevant information has been provided to them as well as to acknowledge **that the student will only be allowed to return to school once a medical evaluation has been conducted and confirmation of the evaluation is provided to the school.**

TELEPHONE USE

Telephone calls by the students are not permitted unless permission is given. Telephone calls will be made by school personnel in case of an emergency. Students may use the phone in the office as needed to contact parents during the school day. Please do not call your student during the school day. Except in cases of emergency we will not be able to call your student out of class to speak via phone.

TEXTBOOKS

Textbooks are school property and must be treated accordingly. All textbooks must be covered. If a student transfers to another school, their books must be returned to their teacher. If any textbooks are lost or damaged, they must be paid for. Payment for the textbook(s) must be secured before any grades and/or records are released. If a book is lost, the full price to replace the book will be charged. The following schedule of fees for payment shall apply if the book is damaged:

One year old: 100% of full price;
Two years old: 80% of full price;
Three years old: 60% of full price;
Four years old: 40% of full price;
Five years old: 20% of full price

VISITORS

Franklin Academy Schools are Closed Campuses. As a result, visitor access will be limited during the school day. All visitors are to report to the school office before going to any other part of the building. This includes parents eating lunch with their child, attending a meeting, parent volunteers, and all others entering the building. Strangers in the building will be asked if assistance is needed and then directed to the office. In no case, should a parent take a student from the school without signing the "Sign-Out Form" in the office.

The Franklin Academy believes while parent and community involvement are encouraged, student and staff safety and protection of instructional time must be maintained. **Parent conferences, volunteer activities, and ANY visits should be by appointment only and ARRANGEMENTS MUST BE MADE IN ADVANCE and agreed upon by all participants.** No individual shall by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence or any other form of conduct cause disruption of any lawful function, mission or process of the school. Individuals who fail to follow this policy shall be subject to the restriction or revocation of visiting privileges at the school. All visitors are expected to leave promptly when their business is completed.

WITHDRAWAL PROCEDURES

Parents wishing to withdraw their student from a school term should secure a withdrawal form from the office. Once this form is complete, it is the parent's responsibility to assure any outstanding indebtedness with the school is resolved. Please note: If Franklin Academy receives a request for records from another school we are legally required to provide those records in a timely manner. In such instances, your student will be withdrawn from the school in order to facilitate the issuance of the records requested. Once withdrawn, students will need to re-enter through the lottery system.

FRANKLIN ACADEMY'S HIGH SCHOOL COURSE OF STUDY

The Franklin Academy provides the courses necessary for students to meet the graduation requirements of the North Carolina Future Ready Course of Study.

State Graduation Requirements Future Ready Course of Study	Local (Franklin Academy) Additional Local Requirements

• 4 Credits in English including I, II, III, and IV
• 4 Credits in Math including Math I, II, III, and a fourth math course aligned with the student's post-graduation plans
• 3 Credits in Science including Biology, a physical science, and earth/environmental science
• **Class of 2023 Graduates:** 4 Credits in Social Studies including World History, American History I and American History II, and Civics and Economics
• **Class of 2024 Graduates and Beyond:** 4 Credits in Social Studies including World History, American History, Founding Principals of the United States and North Carolina: Civic Literacy and Economics and Personal Finance
• 1 Credit of Health and Physical Education
• 6 Credits of Electives made up of:
  ○ 2 Credits from any combination of CTE, the Arts, or World Languages
  ○ 4 Credits from one of the CTE, the Arts, or any other subject area (A four course concentration in one of these areas is highly recommended)
 	
(Please note that credits in world languages are **not** required for high school graduation, but they **are required** as part of the University of North Carolina System's minimum admission requirements.)
	Research & Writing and Public Speaking
	A Public Speaking and Research & Writing course must be passed prior to graduating from the Franklin Academy. This is a yearlong course that is normally incorporated into the 10th grade year. Through evaluation of expectations of many major colleges and universities, these courses have proven to be invaluable when completed during high school.
	
	History Sequence/Required Courses
	Class of 2023 Graduates: *4 Credits in Social Studies including World History, American History I and American History II, and Civics and Economics*
	Class of 2024 Graduates and Beyond: *4 Credits in Social Studies including World History, American History, Founding Principals of the United States and North Carolina: Civic Literacy and Economics and Personal Finance*
	
	World Languages
	All students are required to take at least 2 years of a World Language (2 of the 6 elective credits specified in the State requirements)
	
	Senior Project
	• The Paper: Every senior will develop an Essential Question and Thesis Statement which is the foundation of the research presented in a formal paper product.
	• The Presentation: After submitting and passing the research paper, each student will present his or her findings to a panel of judges.
	• The Product: Preferably, the product will be one that will benefit the greater community. The product is a physical manifestation of the results of the research.
	• The Portfolio: The final assignment is to create a professional portfolio for the judges. The portfolio will include: the final paper, mentor and product logs, project proposal and letter of intent, mentor verification form, and the reflection on the research process.
	
	Community Service:
	Students who attend Franklin Academy will be required to complete a total of 100 hours participating in community service as a graduation requirement. The students should complete a minimum of 25 hours per school year, but have the option of completing all of their community service hours at any time.
	
	Please Note: Franklin Academy's Academic Program requires that students will take the PSAT during 9th, 10th and 11th Grades.

Total Credits: 22 (minimum)	**FA Total Credits: 23 (minimum)**

In addition to these requirements are several other local requirements for graduation:

- Accumulate at least 100 hours of community service over the four years of high school.
- Take the PSAT during 9th & 10th grade years.
- Pass the additional classes of Public Speaking and Research & Writing courses by the end of their senior year*
- As a college preparatory school, all students should take a minimum of at least 2 years of a foreign language, preferably during their 9th and 10th grade years.
- Complete and pass the Senior Project as prescribed in the Franklin Academy Senior Project Handbook.

**It is required that Research & Writing and Public Speaking be taken during the sophomore year*

Along with the above courses, students are expected to earn passing scores on the End-of-Course tests required for the following courses: Math I, Math III, Biology, and English II. The End-of-Course test results also count as 20 percent of the student's final grade.

EXPLANATION OF LOCAL HIGH SCHOOL REQUIREMENT COMPONENTS

COMMUNITY SERVICE

Students who attend Franklin Academy will be required to complete a total of **100 hours** participating in community service as a graduation requirement. The students will be required to complete a minimum of **25 hours per school year** with the option of completing all of their community service hours at any time. See below for more information with regard to this requirement:

1. Students who enter the Franklin Academy in the middle of their high school career will need to complete a minimum of 25 hours per school year until their senior year.
2. The requirement may be fulfilled in a variety of ways, however students are encouraged to gain pre-approval of activities prior to completing them.
3. Students will need to provide documentation of service hours by completing a community service form. Please note that a supervising adult's signature is REQUIRED on this form. Parents or other family members are not permitted to sign for their student's service.
4. Students should be involved in activities that are volunteer opportunities only. Students may not apply time spent for personal family activities toward their community service requirement.
5. Students should not exceed 8-hours per day of service.
6. Notably, community service is the most popular requirement of many scholarships closely following a student's grade point average.
7. The Franklin Academy hopes to promote a feeling of community, citizenship, and growth in character through this requirement.

COMMUNITY SERVICE GUIDELINES

Students should count activities that involve direct service to the community through independently arranged activities or through participation through established agencies. Non-performing activities through church youth groups, cultural organizations, and established non-profit agencies are good choices. Any community service activity that may be in question should be preapproved before completing the activity to ensure it would satisfy the requirements for the school. All hours must be submitted to the office within 6 months of completion and all hours must be completed by the end of May of a student's senior year.

PSAT

In mid-October each year the PSAT is given at the Franklin Academy. PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides first hand practice for the SAT I: Reasoning Test and SAT II: Writing Test. It also gives you a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs. The PSAT/NMSQT measures: verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills.

ACADEMIC COURSES

Public Speaking and Research & Writing courses must be passed prior to graduating from the Franklin Academy. Each is a semester course earning the student .5 credit hours. Through evaluation of expectations of many major colleges and universities, these courses have proven to be invaluable when completed during high school.

1. *Public Speaking* – This course prepares students for important moments in their lives: when they interview; when they are trying to persuade a group to see their point of view; or when interacting in a professional environment. It also teaches them to organize thoughts and to present them effectively.
2. *Research & Writing* – This course is designed to have students explore their understanding of the world through questioning the basis of knowledge. The analysis and articulation of cultural perspectives will provide the students with a seamless understanding of important issues from the classical era of great thinkers to the modern theories in our world.
3. *Foreign Language*—As a college preparatory school, all students are expected to take at least 2 years of a foreign language. Franklin Academy expects all students to complete 2 consecutive years of a foreign language during grades 9-12.

SENIOR RESEARCH PROJECT

The purpose of the senior project is to allow every graduating senior to exhibit the skills and knowledge that he or she has gained in high school. This project encourages the **three "R's"** identified by the State Board of Education: **Rigor, Relevance, and Relationships**. Students develop and explore a rigorous research topic, establish a relationship with an expert mentor outside the school community, demonstrate relevance by presenting to a panel of judges, and create a culminating product that is a tangible and scholarly manifestation of the research.

THE COMPONENTS OF THE SENIOR PROJECT

The Paper: Every senior will develop an **Essential Question and Thesis Statement** which is the foundation of the research. The paper must **prove** the thesis, **answer** the Essential Question, and **reflect** the student's knowledge of the Modern Language Association's (MLA) research format using a variety of credible and scholarly sources.

1. **The Presentation:** After submitting and passing the research paper, each student will present his or her findings to a panel of judges. This is a formal and professional opportunity for the student to explain and elaborate on the information in the paper and answer questions from the judges. The presentation must be accompanied by a Power Point.
2. **The Product:** Preferably, the product will be one that will benefit the greater community; however, this is not a requirement. All products must be completed outside of the school environment. The product is a physical manifestation of the results of the research.
3. **The Portfolio:** The final assignment is to create a professional portfolio for the judges. The portfolio will include: the final paper, mentor and product logs, project proposal and letter of intent, mentor verification form, and the reflection on the research process.

GRIEVANCE PROCEDURE

The grievance procedure may be used for any situation occurring within the operation or normal procedures of the school that causes a student or parent to believe the student has been wronged. A student, parent, or guardian may initiate the procedure when they believe that a violation, misapplication or misinterpretation of board policy, or state or federal law or regulation has occurred.

Legal Reference: Title IX of the Ed. Am. Of 1972

GRIEVANCE PROCEDURE STEPS

Step 1: Conference with Administrator

Any student or parent wishing to invoke the grievance procedure shall make a written request for a conference with the administrator to discuss the grievance and seek resolution. The request shall describe the grievance and name the specific policy, rule, or law believed to have been violated.

The following additional guidelines shall be observed in Step 1:

A grievance shall be filed as soon as possible, but no longer than ten (10) days after the disclosure of the facts giving rise to the grievance.

1. The administrator shall grant a conference within five (5) school days following receipt of the request. The administrator shall communicate his/her position on the question within five (5) school days following the conference.
2. Only the parent, guardian, or someone acting in loco parentis and legal representation shall be permitted to join or represent the student in the conference with the administrator.

Step 2: Appeal to the Franklin Academy Board of Directors

If the grievance is not resolved at Step 1, it may be appealed to The Franklin Academy Board of Directors. A **written appeal** must be made within ten (10) school days following the written response of the school administrator in Step 1. The written appeal should include the school policy, rule, or law believed to have been violated. Written appeals may be submitted to the Board secretary, Julie Connell. The Board shall consider the written testimony of both parties and render a written decision within thirty (30) school days.

ADMINISTRATIVE DISCRETION AND STUDENT HANDBOOKS

Franklin Academy handbooks are provided to present an overview of the policies, regulations and procedures followed at our school. Handbooks are not intended to restrict in any way the authority of the school's administrators, teachers or staff to make such rules, not inconsistent with this code, as they are authorized by law to make for the operation of their school or classes. The Board of Directors encourages and supports the right of the school's administrators to employ a variety of disciplinary actions which may include, but are not limited to, suspension from school events and activities and out-of-school suspension.

REVIEW AND REVISION

Franklin Academy reserves the right to rescind and/or amend this and all school policies, at any time.