



Community Handbook 2019-2020

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I. GENERAL INFORMATION

Address: 50 Bell Road, Asheville, North Carolina 28805

Office Hours: Monday through Friday, 8:00 a.m. - 4:00 p.m.

Telephone number: 828-298-2173

Fax number: 828-298-2269

Website address: www.evergreenccs.org

School Colors: Blue, Green and Silver

School Mascot: Luna, The Grey Wolf

To contact teachers: All of our faculty and staff can be reached through the school phone number, and via email. The email address format for all Evergreen employees is

firstname.lastname@evergreenccs.org. Teachers will be available to answer calls before and after school.

Unless it is an emergency, you will need to leave a message with office personnel. Please understand that phone calls will detract from the teachers' time with students, so we ask you to confine school-day phone calls to those that are imperative.

To contact students: Please restrict messages for students to those that are urgent. In the case of an emergency, messages will be delivered immediately. Other messages will be delivered prior to the end of the school day. We request that you take care of routine matters such as lunches and pick-up arrangements before coming to school. Messages received between 2:45 and 3:30 cannot be delivered until after traffic routine ends (3:30).

II. FACULTY & STAFF

Administrative and Office Staff

Susan Mertz, Executive Director

Cameron Brantley Associate Director for K-4

Jen Watkins, Associate Director for 5-8

Kathy Norris, Exceptional Children and 504 Program Coordinator

Sarah Hartnett, Director of Student Services

Beth Rhatigan, Business Manager

Bob Oakes, Facilities Manager

Kriya Lenzion, 5-8 Counselor

Annie Meyer, K-4 Behavior Support Counselor

Susan Haldane, Director of Development

Lauren Stepp, Communications and Development Coordinator

Jean Reese, Business Office Assistant

Margaret Fuller, Administrative Office Assistant

Dave Costelloe, Network Administrator

Emily Boykin, Athletic Director

James Wilson, EverAfter Program Director, Summer Adventures Director

Carrie Pusey, EverLearning Coordinator

Ricky Price, Maintenance

Donnie Roberts, Custodian

Differentiated Services

Kathy Norris, Coordinator of Exceptional Children and 504 Program
Carole Soucaze, Speech/Language Pathologist, Neurofeedback Trainer
Lynn Player, Exceptional Children Teacher, Neurofeedback Trainer
Jessica Williams, Exceptional Children Teacher
Toerin Kintner, Exceptional Children Teacher
Katie Dake, Exceptional Children Teacher
--, Exceptional Children Teacher
Kay Cole, EC Associate Teacher
Laura Mears, EC Associate Teacher
Carrie Pusey, Academic Support Teacher
---, Academic Support Teacher
Kendall Strasser, Academically & Intellectually Gifted Teacher
Jillian Silvernail, Academically & Intellectually Gifted Teacher

Kindergarten

Heather Tate / Laura Arnall
Cathe Bradshaw/ Brittany York

First Grade

Misty McDonough / Amanda Cloyd
Katie Edwards/ Abby Bradley

Second Grade

Sally Boerschig / Jessica Stepp
Susan Thompson / Mary Beth Tanner

Third Grade

Melanie Derry /Kevin Thompson
Ashley Newell / Deidre Barrett

Fourth Grade

Jean Kelly / Erin Lowe
Theresa Showman / Michael Kligerman

Fifth Grade

Cat Fletcher, Language Arts/Social Studies Lead
Mari Echevarria, Associate
Joy Neily, Math/Science Lead
TBD, Associate

Sixth Grade

Marni, Silverberg, Math/Science Lead
Jeff Armstrong, Language Arts/Social Studies Lead
Emily Boykin, Associate

Seventh/Eighth Grade

Tony Mele, Social Studies Lead 7th/8th
Andy Wallace, Language Arts Lead 7th/8th
Kamryn Wisner, Math Lead
Jason Carter, Science Lead
Skyla Delerme, Associate
Walter Bradley, Associate

Enrichment

Jo Giordano, Adventure P.E.
Mary Ann Athens, Art
Kevin Smith, Technology
Brian Bickel, Music
Laura Branch, Librarian/Media Specialist
Marin Leroy, Environmental Education
Doug White, Adventure

III. BOARD OF DIRECTORS

Erica Anderson, President, Parent
Justin Arnall, Vice President, Parent
Mark deVerges, Treasurer, Parent
Alicia Cole, Secretary, Parent
Brittany Keeler, Recording Secretary, Parent
Laura Branch, Teacher
Kathryn Burleson, Community Member
Maggie Carnevale, Community Member
Jason Carter, Teacher
Jeannie Curtis, Community Member
Kris Dionne, Community Member
Nina Gunnell, Community Member
Linnea Keen, Parent
Philip King, Community Member
Marisol Jimenez, Community Member
Susan Mertz, Executive Director
Theresa Showman, Teacher

IV. OUR MISSION

Evergreen Community Charter School is a learning community committed to the pursuit of excellence in the holistic education of mind, body, and spirit. We prepare students for successful lifelong learning, social responsibility, environmental stewardship, and service. We value the voice of every member of our community.

V. PARTNERSHIP AGREEMENT

The Partnership Agreement below delineates the responsibilities of the students, the parents, the teachers, and the School. The commitment to this agreement by all parties is essential to our children's education.

A. Philosophy of Partnership

Evergreen Community Charter School (Evergreen) believes that education takes place both at home and at school, and that parents/guardians should be active partners in the education of their children. With this partnership, parents/guardians and school staff commit to be mutually supportive, working together to enhance each child's development, and to insure the success of Evergreen. Based upon this agreement, students, parents/ guardians, and staff accept certain responsibilities as partners in this educational endeavor.

At Evergreen, the Partnership Agreement is not just a philosophy; it is an expectation of initial and continued enrollment. As a charter school, governed by a volunteer Board of Directors, Evergreen can only exist if everyone invests in its operation and supports its mission. Having chosen to create a school, we are collectively committed to its success; therefore, the Partnership Agreement includes both a requirement to be involved in the education of one's children, and a request that all families support the overall operation of the school through volunteerism. Evergreen will make every effort to work with students and families to help everyone comply with this agreement. A variety of opportunities for parent/guardian involvement are listed to accommodate different family situations. For special circumstances, we are willing to help design a personal plan. Please address any concerns regarding the school's adherence to this agreement with a school administrator.

Listed below are the collective responsibilities needed for the success of each child and for the success of Evergreen:

B. Responsibilities of Evergreen Community Charter School:

To provide a program of holistic child-centered education that fulfills the goals expressed in the school's Mission Statement and exemplifies the school's Core Beliefs.

To comply with all state and federal guidelines and requirements regarding school practices, curriculum, and assessment and to provide information about the qualifications of a child's teacher to all parents who request it.

To include parents and other stakeholders in the design, planning, and implementation of school improvement activities, including revision and improvement of Parent Engagement policies and the Partnership Agreement.

To facilitate parent engagement and participation by offering flexibly scheduled meetings and parent education sessions and by offering communications in a language other than English when requested.

To inform all families of our status as a Title I school during orientation each year, explain the requirements of Title I, and notify parents of their rights to participate and be involved.

To notify all parents whose children are taught by lead teachers who do not meet state qualifications for licensure.

C. Responsibilities of the Family:

To model attitudes and behaviors that support the Evergreen mission by:

- Showing respect to the teachers and Evergreen staff by word and deed, both at school and away from school.
- Showing respect to other school community members (e.g. other students and other family members) through appropriate communication and interpersonal behaviors.
- Modeling effective conflict resolution by handling concerns appropriately, directly, and honestly, only with those involved.

To show respect for the importance of school by having students:

- Arrive on time and remain the full length of the school day.
- Comply with the school calendar for vacations. For planned educational absences, a leave request must be approved at least two weeks in advance of a planned absence.
- Attend to everyday health and nutritional needs.
- Balance activities outside of school and school responsibilities.

To enhance learning by:

- Staying informed about what your child is learning and demonstrating to your child that you are interested in his/her progress.
- Facilitating the completion of homework, and projects. Monitoring the completion of class work.
- Assisting with remedial assignments.
- Making a plan to obtain make-up assignments and monitoring their completion when necessary.
- Working with the Associate Director and teachers to plan for absences other than those due to illness.
- Establishing a time, place, and routine for study at home.
- Giving positive reinforcement for appropriate attitudes and behaviors.
- Encouraging your child and praising him/her for doing his/her best.
- Attending conferences to obtain detailed information about your child's strengths, weaknesses, and progress and fulfilling agreements made at those conferences.
- Ensuring that your child has proper rest, nutrition, and recreation to promote well-being and readiness to learn.
- Providing home consequences for inappropriate behaviors that interfere with learning or the well-being of all students.
- Spending time with your child so that his/her emotional needs are met and he/she can focus on learning.
- Cooperating with specific requests of the school to ensure appropriate student behavior and/or an appropriate academic program for your child.

To support the overall school program by:

- **Attending Evergreen parent meetings and school functions regularly.**
- **Contributing four (4) or more hours a month for a two parent family, or two (2) or more hours a month for single parent families of documented volunteerism and/or participation in school activities. Flexible scheduling will allow all families to participate within and outside school hours.**
- **Adhering to school policies, including but not limited to Allergy Policy, Attendance Policy, and Grievance Procedure.**

D. Responsibilities of the Evergreen Community Charter School Staff:

To prepare lessons consistent with our mission that are interesting, challenging and appropriate for the students.

To create a safe and positive school environment by:

- Designing policies and procedures which stimulate learning.
- Treating each student with respect and kindness.
- Modeling an interest in learning, community service, and good citizenship.
- Communicating honestly and frequently regarding student progress and fulfillment of responsibilities.
- Celebrating appropriate behavior and academic achievement.
- Acting as a mediator to resolve conflicts.
- Working with the school community and greater community to ensure excellence for all students.

E. Responsibilities of the Administration:

To ensure the accomplishment of the mission of Evergreen by creating a safe, orderly, challenging, and nurturing learning environment.

To ensure that there is:

- A climate that supports learning.
- A cohesive curriculum that adheres to our charter agreement.
- Effective communication.

To encourage and train the staff to always strive for excellence.

To ensure that there are opportunities to build community.

To support the parent(s)/guardian(s) so that they can give their best to the students.

To act as a mediator to resolve conflicts.

To inform parent(s)/guardian(s) of any violation of the Partnership Agreement or student disciplinary problems.

To teach and encourage student behaviors which promote learning, compassion, and integrity.

To work as a part of a team to assist students with special needs.

To bring new resources and ideas to continuously improve Evergreen.

F. Non-compliance with the Partnership Agreement:

1. Parent/Guardian Concerns:

Parent(s)/Guardian(s) who are concerned that the school is not complying with the Partnership Agreement will take the following actions in sequence, as needed:

1. Have an informal conference directly with the party not fulfilling the agreement. Express your concern clearly and honestly and ask for specific action that will correct the situation. Allow time for improvement.
2. If you continue to have concerns, have another informal conference. Notify the party that you continue to be concerned. Make a new plan for improvement and time frame for evaluation of its success.
3. If one or more informal conferences fail to resolve the issue, initiate a formal conference by submitting your concern in writing directly to the party not fulfilling the agreement and the person's supervisor.
4. If concerns exist after the formal conference, the Grievance Procedures (described in the Governance, Daily Operations, Problem Solving section) should be followed.

2. School Concerns:

If the school finds that the student or the parent(s)/guardian(s) are not in compliance with the Partnership Agreement, the school will take the following actions in sequence as needed:

1. Notify the parent(s)/guardian(s) in person or by telephone that the school has concerns regarding compliance with the Partnership Agreement. The school and the parent(s)/guardian(s) will agree upon a plan to come into compliance and establish a time frame for evaluation.
2. Send a Non-compliance Notification to the parent(s)/guardian(s) if the school continues to have concerns about compliance with the Partnership Agreement. Parent(s)/ Guardian(s) will be asked to attend a conference with the Executive Director to discuss a plan for compliance. At the Executive Director's discretion, the student and parent(s)/guardian(s) may be referred to the school's Community Council. Plans for compliance may include required mediation between those involved.
3. The school reserves the right to ban parents/guardians from campus and/or school activities who refuse to engage in mediation and/or who pose potential threats to others in the school community.

VI. PARENT ENGAGEMENT

A. Volunteer Policy and Background Checks

EVERGREEN COMMUNITY CHARTER SCHOOL
VOLUNTEER POLICY

Approved 7/19/16 revised 8/23/18

The ECCS Board of Directors recognizes the valuable contributions that school volunteers can make to the learning process and educational goals of the school. Instructional programs are enhanced through the participation of community members, local business and industry, and family members of the students. These volunteers contribute time, resources and expertise, while providing needed support to help ensure educational success for all children.

The Executive Director or his/her designee shall be responsible for the implementation and supervision of the school volunteer program. The school volunteer program will provide the following:

- Adequate screening of volunteers based upon the amount of contact they will have with students;
- A criminal and motor vehicle records check in accordance with applicable policy/procedure;
- Reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students; and
- Adequate training of volunteers, including familiarizing volunteers with applicable laws, board policies, administrative procedures and school rules.

All school volunteers, to remain in good standing, will be expected to be professional and dependable in their volunteer activities, and to comply with all applicable laws, policies, procedures and rules, including the policies of this Board.

This policy became effective August 27, 2018.

EVERGREEN COMMUNITY CHARTER SCHOOL
VOLUNTEER POLICY: RULES AND PROCEDURES

I. Introduction

The purpose of this section is to set forth the procedures for screening and training volunteers with ECCS.

II. Rules and Procedures

- a. All volunteers are required to complete an ECCS Volunteer Application Form.
- b. All volunteers will be held to professional standards for maintaining the confidentiality of student records. The Executive Director or his/her designee will advise volunteers on the issues and importance of confidentiality of student information. Volunteers shall not be granted access to a student's confidential education record.
- c. Level I Volunteers – No formal screening is required for volunteers who volunteer on a sporadic or occasional basis and who do not have unsupervised contact with students. As a general rule, these volunteers will include individuals who help with classroom activities, fundraising activities, testing proctors, school carnivals and fairs, and volunteers who help with campus beautification projects. These volunteers shall be classified as Level I Volunteers. Level 1 volunteers may not drive.
- d. Level II Volunteers – A criminal and motor vehicle record history check shall be conducted for all volunteers who are anticipated to have unsupervised contact with students and/or who plan or intend to volunteer at school on a consistent and regular basis. As a general rule, these volunteers will include in-class volunteers, extracurricular coaches (e.g., such as Odyssey of the Mind), sports coaches, after hours tutors, field trip drivers,

and overnight field trip chaperones. These volunteers also include clerical and office assistants who volunteer on a consistent and regular basis. These volunteers shall be classified as Level II Volunteers. Volunteers may apply as either a Level II Driving volunteer or a Level II Non-driving volunteer.

- e. Duties – The Executive Director or his/her designee shall be responsible for receiving and maintaining the ECCS Volunteer Application Form and for assuring that all volunteers undergo training in accordance with paragraph “f” below. The ECCS Volunteer Application Form shall not include any personal, private, and/or confidential information. The Executive Director and/or the Business Manager shall ensure that a criminal and motor vehicle record history check is completed for all Level II Volunteers. No one other than the Executive Director and/or the Business Manager shall have access to the information gathered from the criminal and motor vehicle record check. Each volunteer shall provide his/her personal information to a secure and encrypted web-based platform, such as BIB’s “Secure Volunteer” system, selected by the Executive Director to safeguard each volunteer’s personal information.
- f. Training – All volunteers are required to undergo volunteer training that addresses professionalism, appropriate and ethical behavior with students and confidentiality issues, at a minimum.
- g. Volunteers must register in the school office at the beginning of each school visit.
- h. Criminal and motor vehicle record history check – A “criminal and motor vehicle record history” for the purpose of this policy shall consist of a nationwide criminal record search completed by an experienced and reputable criminal record searching agency, as well as a North Carolina motor vehicle record search. The review of a criminal and motor vehicle record and decision on whether the applicant is eligible to serve as a volunteer shall be determined by a special committee created by the Board in accordance with Board policy.
- i. Continuous Screening – All Level II Volunteers shall be continuously screened through an automated background check program such as “BIB Guardian”.

EVERGREEN COMMUNITY CHARTER SCHOOL
VOLUNTEER POLICY: BACKGROUND CHECKS

I. Procedure

- a. A criminal and motor vehicle background check will be conducted on all volunteers who chaperone overnight field trips or have unsupervised contact with students.
- b. A criminal and motor vehicle background check by a private contractor shall be conducted for all states in which the volunteer has resided for the past twenty years or since the applicant was 16 years old, whichever is shorter. Prior to conducting this criminal history check, ECCS will obtain a Waiver and General Release form from the volunteer applicant authorizing the

background check. Alternatively, this Waiver and General Release will be obtained electronically by a web-based platform, such as BIB's "Secure Volunteer" system, used to process criminal history checks. No person will be permitted to chaperone overnight field trips or have unsupervised contact with students who (1) refuses to authorize the background check or (2) provides inaccurate or incomplete information about his or her previous residences, name(s) or any other information requested in the ECCS Volunteer Application Form.

- c. If ECCS receives any indication of a disqualifying criminal history as a result of a criminal history check by a private contractor, the volunteer applicant will be notified of the adverse results in accordance with the Fair Credit Reporting Act. Any indication of a disqualifying criminal history will be verified either by the applicant, by court records, or by other reliable means before any decision is based on such results.

II. Effect of Criminal History

- a. The following offenses will not be considered in making decisions on volunteer applicants except that traffic offenses will be considered if the person is applying for a position as a driver:
 - 1. Infractions;
 - 2. Traffic offenses that are not felonies and are not related to and did not involve driving while intoxicated or under the influence of a drug or intoxicating substance; and
 - 3. Offenses that have been "waived."
- b. If the criminal history check or other information shows that the volunteer applicant has failed to disclose a guilty plea, conviction, no contest plea, prayer for judgment continued or pending charge on his/her application, the applicant will be disqualified.
- c. If the criminal history check or other information shows that the applicant has been convicted, pled guilty, or pled no contest to a felony that is listed in N.C.G.S. 115C-332(a)(1), or to a comparable federal law felony or felony from another state, the applicant will be disqualified.

III. Volunteer Standards

If the criminal history check or other information shows that the applicant has been convicted, pled guilty, or pled no contest to felonies other than those listed in N.C.G.S.

115C-332 (a)(1), or to misdemeanors, the factors listed below will be considered in making the determination of whether the nature of the offense or offenses indicates that the person may pose a threat to the safety of students or personnel or whether the offense or offenses indicate that the person may not have sufficient honesty, integrity, or morality to serve in the capacity of a chaperone having unsupervised contact with students.

- a. Factors that weigh against the applicant being permitted to have unsupervised contact with students include:
 1. The victim of the offense was a child;
 2. There were drugs or narcotics involved in an offense;
 3. The offense was sexual in nature;
 4. The offense involved a violent act or the threat of violence against a person;
 5. The offense involved deception, dishonesty or fraud;
 6. There was a pattern of offenses or multiple offenses:
 7. The offense was a felony;
 8. The offense was within the last ten years;
 9. The evaluation of a person who supervised the applicant contemporaneously with or subsequent to the event is that the offense is indicative of a pattern of behavior.

- b. Factors that indicate that the applicant might be permitted to have unsupervised contact with students in spite of his or her criminal history check include:
 1. The applicant has no convictions, guilty pleas, or pleas of no contest for at least ten years;
 2. There was only one offense;
 3. The applicant was under 21 years old at the time of the offense;
 4. The offense was a misdemeanor not included in the articles listed in N.C.G.S. 115C-332(a)(1);
 5. There is evidence of rehabilitation;
 6. The evaluation of a person who supervised the applicant contemporaneously with or subsequent to the event is that the offense is not indicative of a pattern of behavior.

- c. If the criminal history check discloses that the applicant has had one or more arrests for a sexual offense as defined in Article 7A of Chapter 14 of the N.C.G.S. and/or child abuse without convictions, prayers for judgment continued, deferred prosecutions, or charges with no disposition, ECCS will conduct an expanded evaluation to determine whether the arrests or the underlying conduct indicate a pattern of behavior that may show that the person poses a threat to the safety of students or personnel or that the person may not have sufficient honesty or integrity to serve in the capacity of a chaperone having unsupervised contact with students.

IV. Pending Charges

If the criminal history check or other information indicates that there are one or more charges currently pending:

- a. If the charge is for a felony listed in N.C.G.S. 115C-332(a)(1), the applicant shall not be considered as a volunteer in the capacity of a chaperone having unsupervised contact with students until the charges are resolved.

- b. If the charge is for an offense other than a felony listed in N.C.G.S. 115C-332(a)(1):

1. The applicant shall not be considered as a volunteer in the capacity of a chaperone having unsupervised contact with students unless the determination is made that, even if the applicant is guilty, the conviction would not indicate that the person poses a threat to the safety of students or personnel or that the person does not have sufficient honesty or integrity to serve in such capacity. In making this determination, the factors listed in Section III above will be considered.
2. If such determination is not made, the applicant shall not be further considered until the charges are resolved.

V. Notice Requirement

If ECCS receives any indication of a disqualifying criminal history as a result of a criminal history check by a private contractor, the applicant will be notified and provided a copy of his or her criminal history in accordance with the Fair Credit Reporting Act. If the applicant denies the information provided to ECCS of a disqualifying criminal history, the information will be verified either by an examination of court records or other reliable means before any decision is based on such results. In the event a disqualifying decision is made, ECCS will provide the applicant with the name, telephone number and address of the consumer reporting service that supplied the report, a statement to the effect that the reporting agency did not make the decision or take the adverse action and cannot give specific reasons for it, and a notice of the applicant's right to obtain a free copy of the report from the reporting agency within 60 days and to dispute the information in the report.

VI. Criminal History Checks of Current Volunteers

- a. All current volunteers must report to the Executive Director any criminal arrests, charges, convictions, guilty pleas, pleas of no contest, prayers for judgment continued, or deferred prosecutions that may occur. Volunteers are not required to report charges or offenses listed in section II.b., above. The volunteer must make the report within five days after the employee or applicant receives notice of the charge or disposition.
- b. Failure to make a timely disclosure of a criminal arrest, charge or disposition that is later disclosed by the volunteer may result in the revocation of volunteer approval.
- c. ECCS may conduct criminal history checks using private contractors on current volunteers charged and/or convicted of a crime provided the procedure complies with the Fair Credit Reporting Act.

VII. Record Keeping Required

- a. If a volunteer applicant is denied, based on the information contained in the applicant's criminal history, a written record shall be made of the reason(s) for the denial. The record shall be maintained for a minimum of one year.

- b. If a volunteer applicant is approved and the applicant has a record of a conviction, a written record shall be made of the reason(s) for the approval. The record shall be maintained for a minimum of five years.
- c. If the applicant has no record of convictions, no determination need be made, but a copy of the criminal history report shall be maintained for a minimum of one year.
- d. Copies of criminal histories obtained by ECCS shall be maintained in accordance with applicable state and federal law, and State Board of Education Policy.

B. Volunteer Guidelines and Expectations

Evergreen Community Charter School is grounded in the philosophy that all community members will work together to ensure the success of each child at Evergreen. Making the choice to bring your children to Evergreen requires commitment to an active partnership with the School. ***Each two-parent family is expected to provide service to the School for four hours a month; single-parent families are expected to volunteer for two hours, as stated in the Partnership Agreement.***

Remember: Our children and our school need your energy, expertise, and concern. We are a non-profit organization and as such depend upon our volunteers. Every one of you has something unique and valuable to offer; active participation in your child's learning community benefits us all. Thank you for your participation!

Getting Started. Our parents are very involved in helping to make our school the best it can be. We are crew. Parents are encouraged to find a variety of ways to contribute their time and talents to fulfill their monthly commitment to the partnership. Every parent is asked to complete the **Parent Crews Survey** when they update their registration forms during the summer. It is also available on our main website in the Parent Portal and at the computer kiosk in the main office. This questionnaire includes descriptions of parent volunteer crews and gives parents a way to indicate their interest in specific categories that align with their individual experience, time, and talents. The survey also allows parents to include their information in a Business Directory that is made available to community members in an effort to encourage patronage and collaboration. . Parents are contacted throughout the school year and provided with volunteer opportunities based on their responses to the Parent Crews Survey. Volunteer opportunities are regularly posted in our weekly all-school newsletter, *The Scoop*. Parents are encouraged to contact the Development & Communications Office staff directly to learn more about ways to get involved or with questions.

Signing In. Because children's safety is of paramount importance to us, all volunteers and visitors must check in at the main office and obtain a Visitor or Volunteer badge. Parents who are chaperoning on fieldwork should obtain a Chaperone badge. When you check in/out, you will record your volunteer hours. It is extremely important to log your volunteer hours in the office so we have an accurate record of

your volunteer time. This is how we compile information to publicly acknowledge our parent volunteers, and this information is integral for grant writing and other fundraising efforts.

Advance Notice. Parents are always welcome to visit the school and join their child's class, but we ask you to let teachers know when you are coming so that they can plan accordingly. It is difficult for teachers to stop and instruct/prepare for volunteers while they are teaching, and advance notification will help them make the most of your contribution.

While in Class. Remember that the teacher's first responsibility during class hours is to teach students; therefore, we ask that you refrain from engaging in conversation about your child's progress when assisting in the classroom. Teachers are happy to set up an appointment to meet with you outside instructional hours if you would like to discuss your child's individual progress.

Confidentiality. When you volunteer in school-related events, you will be exposed to sensitive issues involving students and families other than your own, including academic and social/disciplinary challenges. *Just as you would like for adults who interact with your child to be sensitive to issues of confidentiality, we ask that you treat information about all students with care.* All parents are expected to sign a confidentiality agreement when registering for the year. If you have particular concerns about children that stem from your observations during school activities, please consult that student's classroom teacher. Always refrain from interactions with students and other parents that breach these confidentiality guidelines.

Teachers has Final Word. As parent volunteers, we ask that you respect the direction and/or guidelines established by the sponsoring teacher in a given activity or the supervising administrator. Although employees are always open to the ideas and feedback of parents who are involved in an activity or outing, it is the school employee who must make a final decision.

Solicitations. We ask that parents work through the teacher and the Director of Development before soliciting donations from community organizations or businesses. A coordinated plan will help us maintain our relationships with other organizations and business partners.

Legal Compliance. Please note that we are a drug, alcohol, and tobacco-free campus. This policy applies to staff and parents volunteering or attending any school-sponsored event or trip, and is essential to our continued participation in federal grant programs.

1. Fieldwork Chaperones

Opportunities do exist for parents/guardians to accompany on fieldwork, and in fact, we depend on your help for safe transportation and supervision. Please see [Volunteer Policy and Background Checks](#) section of this handbook for further information. If you have signed up to participate as a class chaperone, you will be agreeing to stay with the group, monitor children, and make decisions in the best interest and safety of the children. While we encourage your involvement, parents must keep in mind that the purpose of fieldwork is educational, not recreational, and class trips should not be a substitute for a family outing. Chaperones will be expected to remain with the class at all times and should not remove their child from the group for side trips or to leave early. Chaperones are expected to support teachers' disciplinary and

behavior guidelines on off-campus trips and to treat all children with fair and equal consideration. In most instances, we do discourage bringing siblings or pets on trips, so that chaperones can be fully attentive to the needs of the students and trip and provide the safety we need. When trips lend themselves to involvement of siblings this will be communicated to parents by teachers. Permission must be secured from the class team prior to the trip if a family feels that they need/want to bring extra family members.

All chaperones must follow school rules. On overnight trips, and at all times, chaperones must abstain from using tobacco, including electronic cigarette devices, illegal drugs, and alcohol products. Teachers reserve the right to designate an appropriate number of chaperones for their group and to establish rules specific to the activities of the fieldwork. These rules, along with directions and emergency contact numbers, will be communicated to parents in writing in advance of the trip. Failure to adhere to these guidelines will result in a parent not being allowed to chaperone/drive on fieldwork experiences for at least the remainder of the school year. As is the case with any classroom activity, teachers will make final decisions on chaperones and trip organization.

If you have committed to drive on fieldwork and cannot do so, please contact the teacher as soon as you know so they can make other arrangements.

2. Driving during Fieldwork

We need parents' help transporting children on fieldwork and chaperoning, but student safety has to remain our primary concern. Parents who agree to drive are asked to complete the **Volunteer Driver Application** and the **Driver/Chaperone Obligations and Agreements**. Submit these to your child's teacher with a copy of your valid N.C. driver's license. Please see [Volunteer Policy and Background Checks](#) section of this handbook for further information. We ask that parents' cars are in good repair (with a current state inspection) and that parents have a cell phone to communicate with the school in the event of an emergency. You are encouraged to contact your insurance agent and inquire about obtaining additional coverage for transporting children other than your own.

All students must be properly restrained in cars. In January 2005, child passenger safety laws went into effect that require the use of belt-positioning booster seats for children under the age of 8 and weighing less than 80 pounds. This law stops short of what is recommended for child safety. Evergreen supports practices for best protection and this includes keeping children in properly fitted booster seats with lap and shoulder belts until the child is big enough for just the lap and shoulder belt. Add-on shoulder belt adjusters are not recommended and shoulder belts should never be tucked under the arm or behind the back. Children less than 80 pounds should sit in the rear seats of the car. See Appendix A for complete recommendations or visit www.buckleupnc.org. Drivers are expected to know and follow laws and recommendations for proper restraint of children, use all cautionary measures when driving students to and from fieldwork, and refrain from using a cellular device while driving.

Prior to departure, all drivers will be given clear and concise directions. These directions will include:

- Step-by-step directions from the point of departure to the point of arrival
- Same directions in reverse
- Map to the point of arrival (if available)
- Contact phone number of the destination point if applicable

- Contact phone number for the Evergreen leader in charge. Likewise, chaperone should leave their cell phone number with the class leader.

Caravanning as a means of travel (whereby many vehicles must follow a leader vehicle to arrive at a destination) is unsafe, as drivers who attempt to keep up with the leading vehicle through stop lights and turns may put themselves and their passengers at risk. **Drivers will have their own written directions and should not caravan! Teachers will inform drivers of this policy prior to departure and caravanning will be discouraged.**

C. Communications

Evergreen exists, in part, because of the efforts of parents who are seeking ways to be involved in their children's education. Our charter emphasizes the important role that parents play in our school, and our mission statement says, "We value the voice of every member of our community." Communication with parents is important and a critical piece of Evergreen's partnership with you. Regular and ongoing communication will take place throughout the school year. **Please read all communications from Evergreen, as they will contain information that is important for you to know.**

Teachers will keep you informed about their curriculum, expeditions, class meeting topics, group initiatives, accommodations or differentiation used to address the needs of individual children, fieldwork and special projects, and most importantly, about students' academic progress. They will communicate on a weekly or bi-monthly basis through classroom website updates, newsletters, or emails as well as through end-of-trimester progress reports. Parents of students in grades 5-8 should use the Jupiter Grades interface for student grade information. Fall Family Nights and Exhibition Nights are also important events at which student work and progress are showcased.

Evergreen's all-school newsletter, *The Scoop*, will be emailed to parents each Wednesday. *The Director's Letter* will be emailed to parents the first Wednesday of each month (in place of *The Scoop*). These important communications include school-wide information on events, important reminders, special projects, school accolades, volunteer opportunities, and other points of interest to all members of the school community. Evergreen also maintains an active Facebook and Instagram presence; be sure to follow us as an added way to remain connected to all things Evergreen.

VII. GOVERNANCE, DAILY OPERATIONS & PROBLEM SOLVING

A. Governance

A Board of Directors comprised of parents, teachers, and community members governs our charter school. The bylaws of the corporation outline the operating principles. The bylaws, the charter application renewal applications, charter school law, and the charter agreement, and NC public school law form the foundation for our operational procedures. These documents and the minutes from our board meetings are available for your inspection in the main office. Board meeting minutes are also posted on our website after their approval, which typically happens at the next monthly board meeting.

We are committed to democratic principles within our organization wherever possible. Our board

members are elected to three-year terms each spring at our annual meeting. Our board is composed of volunteers who are not compensated for their services. The board of directors is responsible for ensuring the fiscal, legal, and curricular integrity of our school and is the final authority in all conflicts.

Our board of directors generally meets on the third Thursday of each month at the school at 5:30 p.m. These meetings are open to all members of the school community and to the public. Our meeting schedule is posted on the school calendar on our website and on the bulletin board in the main office. From time to time school business requires us to call extra meetings. Those are advertised in the manner described above. If you wish to offer correspondence to the board, submit it in writing (email is acceptable) to the board president and/or to the executive director no later than the second Monday of the month.

B. Daily Operations

The executive director and associate directors, along with faculty and staff, manage the daily operation of our school. We use a participatory management model at our school that involves the faculty in many aspects of policy making and curriculum development through their membership on committees and in staff meetings.

Either the executive director or one of the associate directors is usually on campus to take care of day-to-day operations, including behavioral referrals and problems that arise. When they are unavailable, or in the unusual instance that all three are off campus, either the coordinator of Exceptional Children program or the business manager will handle urgent matters.

C. Problem Solving Philosophy & Grievance Procedure

In any group of two or more, conflict is inevitable. We are committed to addressing conflict in a respectful and direct manner. We are all different and we must work to communicate well with each other respectfully and with kindness. Each member of the community must take responsibility for communicating his/her concerns and for listening to others with an open heart and hope of understanding. We should remember to ask ourselves if we are looking for blame or looking for solutions. This will lead to a healthy resolution of differences.

Goal: To resolve questions and problems as soon as possible.

Generally speaking, it is expected that questions and problems can be satisfactorily resolved through informal discussion with the person with whom there is a disagreement or problem and that person should always be the first contact. Steps beyond the informal discussions are outlined below and should be followed until resolution is reached.

Informal Conference:

Step one in the process is an informal conference as described below:

- Direct contact with person against whom the grievance is filed (in person or via phone, not via email)
- Concerns/issues should be communicated in advance in the interest of quick resolution
- No appointment is necessary, but the time / place must be mutually convenient

- If one or more informal conferences fails to resolve the issue, then the person with the grievance may choose to initiate a formal conference

Formal Conference:

- To initiate a formal conference the grievant should submit the grievance in writing directly to the person against whom the grievance is filed and the person’s supervisor (e.g. associate director, executive director, or board chair)
- Evergreen staff member(s) document the meeting and previous informal conferences on the Grievance Process Form. A copy will be made for the grievant, the person against whom the grievance is filed and the supervisor. (If a staff member is involved, a copy will be filed in their personnel evaluation file.)
- An appointment is made for the formal conference at a mutually convenient time and place for all parties involved. The staff person(s) involved in the grievance is responsible for scheduling the formal conference within a reasonable amount of time after the written communication is received.
- People attending the conference must be determined prior to the conference, the supervisor of the person against whom the grievance is filed should be in attendance

Third Party Mediation:

- If one or more formal conferences fail to resolve the issue, the senior Evergreen staff member (i.e. supervisor) will initiate the formal mediation process utilizing a certified mediator (e.g. The Mediation Center in Asheville provides a service free of charge)
- If the issue is not resolved at this level, the grievant has a right to appeal to the Grievance Committee of the Board of Directors. See “Grievances to be Reviewed” section below for explanation of what the Grievance Committee will and may not hear.
- If the grievance is over a decision made by a Community Council, the grievant may go directly to filing a grievance to the Grievance Committee of the Board of Directors and bypass the Informal Conference and Formal Conference steps of the process.

Grievance Committee Review:

- The grievant must notify the chair of the Grievance Committee in writing with a request for review and provide a copy of the written request to the executive director.
- The Grievance Committee will review all prior documentation and schedule a timely meeting(s) with the grievant, the person against whom the grievance is filed, the supervisor(s), and parties involved.
- In all appeals to the Grievance Committee, the Committee shall provide proper notice to all parties concerned and keep a record of any hearing conducted. In the case of hearings required by right, such hearings shall be conducted with all parties having the right to appear before the board, to be represented by counsel, to submit documentation, and to examine and cross-examine witnesses.
- The Grievance Committee will bring a recommendation to the board of directors at the next regularly scheduled board meeting after the review and meetings are complete.
- The board will vote to accept, accept with modification, or reject the recommendation. The board’s vote on the committee recommendation will be based only on the evidence presented to the committee.

- The chair of the Grievance Committee is responsible for communicating the decision to the grievant.

Grievances to be Reviewed:

- **Mandatory Reviews**

The Grievance Committee will review the grievance if the grievance is not resolved through mediation and is an appeal of any final administrative decision affecting a constitutional interest or an interest of the type listed below:

- 1) Expulsion or suspension of a student for more than 10 days;
- 2) An alleged violation of a specified binding federal law, state law, State Board of Education policy or other state rule, or local board policy;
- 3) The loss or reduction of salary of a school employee under a specific-term contract who is not employed at will; and
- 4) Any other decision that by law provides for a right of appeal to the school board and for which there is no other statutory appeal procedure.

- **Discretionary Reviews**

If the grievance is not resolved through mediation, but it is not an alleged violation of a specified binding federal or state law, federal or state regulation, binding State Board of Education policy or procedure or local board policy or procedure, the grievant may submit a grievance to the Grievance Committee. The Committee has the discretion to respond or not to the grievance.

- Issues related to employee performance are addressed in the Grievance process in the Formal Conference stage in which complaints are addressed by the person's immediate supervisor.
- School staff and the Grievance Committee of the Board will consider requests to hear grievances from a group of grievants, but staff and the board have the discretion to respond to individual grievants.

D. Dispute Resolution for the Exceptional Children (EC) Program

Concerns for the education of students with special needs can be addressed following Evergreen's Problem Solving Philosophy & Grievance Procedure. If the concerns are not resolved with satisfaction or a parent wants EC dispute resolution information; the information can be found on the North Carolina Department of Public Instruction- EC Division's website at the following link:

<http://ec.ncpublicschools.gov/parent-resources/dispute-resolution/dispute-resolution>

VIII. ADMISSIONS & PLACEMENT

A. Admission

Evergreen admits students of any race, color, national origin, sex, or disability to rights, privileges, programs, and activities generally accorded or made available to Evergreen students. Evergreen does not discriminate on the basis of race, color, national origin, sex, disability or age in the administration of educational policies, admission procedures, or any other school programs.

Evergreen Community Charter School was formed under The Charter Schools Act of 1996. *As prescribed by law, we do not charge tuition, but do charge reasonable fees in line with other public schools.*

Students are enrolled for one academic year at a time. Between January 1 and March 31, parents must indicate their student's intent to return for the following school year via our online enrollment program or written communication to the director of student services.

Under G.S. 115C-391, Evergreen Community Charter School may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The executive director will make this decision after the application process has been completed.

Evergreen Community Charter School will be accepting applications for the 2020-2021 school year between January 1 and March 31, 2020. If, at the application deadline, we have more applicants than seats available, all applications will be placed into a lottery. A lottery process protects and promotes fairness to all applicants.

Students who are currently enrolled and who have submitted re-enrollment forms by the stated deadline will be re-enrolled for the following year. In rare cases, Community Council or the Executive Director may advise against re-enrollment due to a student's excessive absences or a repeated violation of the Partnership Agreement. Children of full time employees, siblings of students who are currently enrolled, children of current board members, and multiple-birth siblings will be given preferential treatment for enrollment in accordance with state law and school policy.

We ask that parents keep us posted at all times regarding their plans for enrollment, and if parent's plan to withdraw a child, we ask that they notify the director of student services. Since a student cannot be enrolled in two schools at once, we will withdraw students from our Evergreen roster when we receive written notification that said student is enrolled in another school. The "open seat" will be given to the next person on the waiting list (as described above). If a student has been withdrawn from Evergreen in this manner, but makes a decision to return after the space has been taken by another student, the student will have to reapply and be placed on the waiting list.

B. Placement

A committee comprised of the grade level teachers and differentiated services teachers makes class placement decisions, which are then reviewed by the associate directors and/or executive director. The committees make every effort to place students in classes that are balanced (by gender, age, developmental levels, academic abilities, and special needs) to foster optimum academic and social growth of each child and the class as a whole. Many factors are taken into account when making these decisions including what is in the best interest of each and every child. When possible, parental input is given consideration in the placement decision, but not all requests can be honored. Parental input should be given in writing to the associate director for the student's current grade level by May 1st. Parents are welcome to observe classes prior to making a request. Parents should not assume that the school knows of their preferences and should not assume that a younger child will have the same teacher as an older

sibling. Placement for the following academic year is communicated to parents during the summer. The school retains final authority in placement decisions.

IX EDUCATIONAL PROGRAM

A. Philosophy

In pursuit of our mission and continual improvement, Evergreen’s curriculum is broad, holistic, differentiated to meet the needs of all students, and intentionally designed to cultivate key 21st century skills including creative problem solving, critical thinking, global awareness, communication, information literacy, collaboration, and leadership.

We believe that students benefit from heterogeneous learning environments where they are encouraged to learn from and collaborate with students of different abilities, backgrounds, and interests. We also believe that students benefit from opportunities to work in smaller, flexible groups with specialized instruction that addresses particular abilities or interests. Accordingly, our Exceptional Children and Academic Support programs provide both pull-out and inclusion instruction. Instruction is provided by teachers of Exceptional Children and Academic Support through differentiation in the classroom or through small group pull-out prescribed by the student's Individualized Education Plan (IEP) or Academic Support plan. Similarly, our unique Academically or Intellectually Gifted (AIG) Program follows the Levels of Service Approach, which prescribes services for most students through differentiation in the regular classroom. Some students receive direct instruction from the AIG teacher through reading or math groups. Differentiated services teachers work collaboratively with teachers to plan instruction, assignments, and homework that accommodate the needs of all children.

We believe that school is a place to develop physical, social and emotional skills, as well as intellectual abilities. For this reason, all Evergreen students participate in a broad range of arts, adventure, character education, and service learning activities in the classroom, outdoors, and in the community as part of the regular school day. Students enjoy a balance of healthy play and structured, experiential learning that results in quality academic products. They are taught and expected to practice responsible, independent exploration and cooperative, teacher-directed activities.

B. School Design: EL Education

In 2002, Evergreen adopted the EL Education school design model (formerly called Expeditionary Learning), which fosters high achievement through integrated, experiential learning and teamwork. From 2013-2018, Evergreen served as an EL Mentor School tasked with sharing best practices with other schools. Evergreen earned the distinction of being an EL Credentialed School in 2015. Teachers design and implement challenging real-world “expeditions” that teach the North Carolina Standard Course of Study by investigating a broad topic that integrates big ideas and 21st century skills from several subject areas. While the expedition topic is often driven by science or social studies content, it integrates literacy and math skills, as well as arts, technology, adventure, and service learning. Expeditions incorporate fieldwork, community partnerships, and local experts who invite students to answer relevant questions about the environment, culture, politics, and economics of local and global communities. Expeditions facilitate a sense of place and stewardship through environmental education and service learning components. Evergreen’s goal is to enable students to exceed North Carolina’s grade level standards and

to become lifelong learners prepared to embrace the challenges of the 21st century with skills that include critical and creative thinking, strong written and verbal communication, information literacy, collaboration, flexibility, leadership, and responsibility. To help students meet these goals, Evergreen classroom and community culture is infused with the EL Design Principles, which are:

- The Primacy of Self-Discovery
- The Having of Wonderful Ideas
- The Responsibility for Learning
- Empathy and Caring
- Success and Failure
- Collaboration and Competition
- Diversity and Inclusion
- The Natural World
- Solitude and Reflection
- Service and Compassion

(For more information about EL Education, go to www.eleducation.org.)

C. Curriculum and Instruction

We use the North Carolina Standard Course of Study as a guide for core content areas. Learning expeditions—in-depth studies with relevant and compelling themes—integrate language arts, social studies, science/environmental education, and mathematical application and problem solving. In addition, the arts and technology are woven throughout expeditions, as are fieldwork, service learning, and interactions with community experts. The methods we use in our classrooms and lessons include:

- Team teaching and collaborative learning
- Flexible student grouping, at times based on interests, gender, ability, heterogeneity, etc.
- Student-centered projects and research
- Strategic literacy instruction
- Strategic mathematics instruction
- Writers' workshop, with attention to the *6 + 1 Traits of Writing*
- Experiential, hands-on learning
- Fieldwork and service learning
- A range of activities and opportunities that tap different kinds of intelligence and interests
- Theme-based, integrated curriculum: using one topic or concept to explore many subjects.

For additional information about our Math, Science, Social Studies, Language Arts and Environmental Education curricula please review our website: www.evergreenccs.org.

D. Fieldwork

Fieldwork is an essential component of our curriculum design. Students may be off campus frequently throughout the year. Therefore, we ask that you sign just one blanket field trip form that covers permission for all trips. Your child must have this proper permission slip on file to attend. Please return

this form and any medication forms in a timely manner. Parents will be notified through their class newsletter or website whenever fieldwork is planned so that parents know when their children are going off campus. Parents are expected to pay for fieldwork fees and/or to contribute time and energy toward class fundraising. Teachers will provide information about all fieldwork costs and expectations well in advance of each trip, as well as information about financial aid for fieldwork expenses. Students arriving late (after class has left campus), and those without a permission form, and/or medication/documentation will be placed in another classroom until their class returns.

Trips carry the same expectations of the classroom: that students participate and behave in a way that is safe for themselves and others. **If there is reason to believe that a student's behavior may jeopardize the safety of himself or others, the school may make accommodations to the trip for that student, require that a parent accompany the child, or excuse the child from the trip. If appropriate, the child's IEP team will meet to make the needed accommodations or modifications while following federal policies for children with special needs. A student's 504 plan will also be followed while on fieldwork.**

1. Medications During Fieldwork or Overnight Adventures:

Students who need to receive medication (Prescription or OTC/Non-Prescription) during fieldwork or overnight adventures must have a Medication Authorization Form/Medication Log signed by a physician, and turned in to the office prior to the fieldwork event. Parents of middle school students (Grades 6-8) can sign the Medication Authorization Form/Medication Log for OTC/Non-Prescription medications only.

2. Overnight Trips:

All classes have an overnight trip to culminate their academic year and some have beginning-of-year overnight trips. The overnight trips are extended fieldwork opportunities and have proven to be rich academic and social experiences for our students. End-of-the-year overnight adventures may involve camping, canoeing, rock climbing, biking, or backpacking for one to three nights. Costs of overnight trips will be communicated to families as early as possible in the planning processes.

a. Overnight Adventure Trip Policy

Evergreen provides students with overnight class adventure trips. Adventure trips are one aspect of the school's commitment to health and wellness and to personal character development, as well as an opportunity to take students' expeditionary learning into the field. During and following class adventure trips, students discuss and reflect on their learning about leadership, teamwork, and the content of the fieldwork experience.

All students are expected to actively participate in all overnight class adventure. The quality of their participation is based on trip leader and student reflection, and is documented on students' progress reports. Students in K-2 who choose not to participate in overnight class adventure trips will need to appeal to the administrative team (see below). Students in 3-8 who choose not to participate in overnight class adventure trips will need to appeal to a special board committee (see below). Those who appeal must articulate why they are not able to participate in the overnight class adventure trip and develop an alternative experience that exercises and celebrates service and/or character development.

The following regulations apply to those who appeal:

- Funds reserved for overnight class adventure trips will not be allocated to students who seek an alternative. Alternative trip expenses will be the student's responsibility.
- Students seeking an alternative trip must make an initial appeal to the board committee three weeks prior to the date that class overnight trip funds are due.
- Alternative trips must be taken at the time of the overnight class adventure trip. Evergreen will **not** provide student supervision for students who choose not to participate in overnight class adventure trips.
- In order to receive credit for their alternative trip, students must clearly demonstrate they followed through with their approved proposal and have reflected on their experience. Students must provide the board committee with evidence of their participation and reflection similar to that which will be done during and after the class' adventure trip.

The board committee reserves the right to deny or alter alternative trip proposals.

Exceptions to this policy will be made only in cases where a student is physically or emotionally unable to participate in a class adventure trip. In some cases, the student's IEP team may address overnight trips in the IEP document.

E. Essential Enrichments

Essential enrichments in the elementary grades are adventure PE, music, visual arts, library, environmental education, and technology (grades 2-5). Students have enrichment classes each day, Tuesday through Friday. Other enrichments may be offered after school.

Middle school students' (6-8) essential enrichments are adventure PE, music, visual arts, environmental education, health, personal development, and technology. Middle school students have enrichment classes daily Tuesday through Thursday and rotate through several enrichments per year. Other opportunities such as ceramics, videography, band, and field science studies are offered weekly during elective enrichment classes. Sports are offered after school.

F. Crew

At Evergreen, we echo the words of Outward Bound founder Kurt Hahn in approaching education as "Crew, not passengers." Just as Crew on a ship, our students are not just "along for the ride," but are wholly engaged in the journey, and responsible for reaching destinations through their collaborative and individual efforts. One way we embrace this philosophy is by also assigning each student in grades 2-8 to a smaller Crew, which is a group of approximately 12 students from the same grade level led by a faculty Crew leader. Crews meet regularly and provide students an ongoing small peer community as well as a supportive relationship with an adult advisor. Founded in research that demonstrates social and emotional development as highly beneficial to academic success, and Evergreen's dedication to educating the whole child, Crew focuses on academics, life skills, and character development through innovative activities and lessons.

G. Homework

Evergreen promotes an academically challenging program, with the goal of encouraging our students to take responsibility for their own learning in many ways. Students at Evergreen are expected to apply themselves consistently to achieve their best efforts in all areas. **Homework will be assigned at every grade level.** Homework provides students a valuable opportunity to apply, practice, and reinforce academic skills learned in the classroom. Homework also provides opportunities to apply, practice, and reinforce Habits of Scholars. All students are expected to read at home each night, and generally ten minutes of homework, including reading, per grade level is considered appropriate. For example, a second grader may expect twenty minutes of homework which includes ten minutes of reading, while an eighth grader should expect eighty minutes of homework four to five nights per week. Homework assignments are expected to be completed at a high quality level and turned in on time. In addition to regular homework, students may need to put in additional time to prepare for tests, to complete daily assignments, or to complete projects. The quantity and frequency of home assignments may vary depending upon developmental levels or accommodations/modifications in Individual Education Plans and 504 Personal Student Plans, as may consequences for non-completion.

Students are expected to do their own homework unless specifically instructed to do otherwise by the teacher. While students are encouraged to work together on certain assignments, they should not share their homework with the intent of someone else copying it. This will result in students not earning credit for the assignment. If parents are asked to scribe for their child, they should record the child's exact language and not change or "correct" what the child dictates.

Each classroom has a homework communication system: folder, planner, or website communication. Parents are expected to monitor and sign off on homework assignments as requested by the teacher.

H Assessment and Reporting

1. Formative Assessment

Formative Assessment for Learning occurs daily in Evergreen classroom. EL Education is a data-driven methodology, so teachers are expected to collect both quantitative and qualitative data on students' progress as an integral aspect of effective teaching and learning. Prior to teaching a new concept or skill, teachers will use classroom-based assessments, developmental or academic benchmarks, performance assessments, and data from the mClass Reading 3D assessment (K-3rd) and DIBELS math assessment (K-5th) to help them review goals for each subject area, plan their instruction, group students appropriately, revise instructional objectives, and target re-teaching. Data from the Northwest Evaluation Association (NWEA) MAP assessment (K-8th) may also be used for some students. Using the EL Education best practices, teachers post guiding questions based on the North Carolina Standard Course of Study for exploration in an expeditionary academic unit. Teachers post daily short-term or long-term learning targets that state what students should be able to know and do by the end of a lesson, unit of study, or Expedition. During instruction teachers monitor student progress and make adjustments to their plans based on student needs. Following the instruction, teachers again assess whether students have met the learning target for the lesson or assignment. Instruction is even further solidified when students are

asked to assess their own progress in relation to the learning targets in various self-assessment strategies that are a part of classroom culture. Assessments for learning (formative assessments) may take the form of quizzes, observations, conferences, reading level assessments, homework checks, reflections, exit passes, or other informal checks of student understanding. Teachers are expected to provide regular feedback to students and parents about students' progress and to model a standard for quality work; students are expected to actively reflect on their learning and set growth goals, in a mutual effort to see learning as a growth opportunity and to meet the standards.

Feedback for students can be expected in a timely manner, typically within one week of the assessment, so that students revise and improve their performance. Reporting of student academic performance to parents is done in the form of sending home some student work, consistent weekly communication through the class website or newsletter, bi-annual student-led conferences, and parent conferences as necessary for students who are not meeting expectations. In grades 3-8, teachers can be expected to enter assignment grades into an online grading system accessible to parents within two weeks of collecting an assignment.

Students in grades 3-8 may take a computerized assessment called the Measures of Academic Progress (MAP) in math and/or reading. This assessment will provide students, teachers, and parents data about students' understanding and growth in these areas. A report of the assessment results is provided to parents of the students who have taken an assessment, but the data is not reported to state or federal regulators. The data may be used for identification purposes in the Academically or Intellectually Gifted (AIG) program, progress monitoring for IEPs in the Exceptional Children (EC) program, or progress monitoring for Care Team goals. For more information about the MAP assessment, see www.NWEA.org.

Three times a year, in September, January, and May, students in grades kindergarten through 3rd take the mClass Reading 3D to assess their reading skills. This assessment provides information to teachers about individual students' reading fluency, accuracy, oral retell, and written comprehension responses that can be used to target reading instruction for all students. Parents will receive a written report after each assessment period highlighting areas of strength and of focus. This assessment is a part of North Carolina *Read to Achieve* legislation passed in 2012 requiring reading proficiency for 3rd grade students. Students who do not demonstrate reading proficiency in 3rd grade and are not exempted from this requirement are required to be "reading retained" and receive intensive interventions in 4th grade.

Two times a year, in September and February, students in grades kindergarten through 5th take the DIBELS math assessment. This assessment provides information to teachers about individual students' early numeracy, computational fluency, and concepts and applications that can be used to target math instruction for all students. Parents will receive a written report after each assessment period.

Also, in September and April, students in grades K-8 participate in a school-wide writing assessment where students independently work through the writing process on an assigned piece. Students are assessed in-house using a rubric based on the *6 + 1 Traits of Writing*. The results of the assessment provide information to teachers and students to set goals and assess progress in areas such as ideas,

organization, conventions, etc. This information is shared with parents as a part of student-led conferences.

2. Summative Assessment

Summative Assessment of Learning takes place periodically at the end of a unit or expedition and is reported to parents at the end of each trimester, in November, March, and June, through progress reports. Evergreen recognizes and values multiple measures of student performance including teacher-created tests, standardized tests, performance-based assessments, and cumulative evidence of learning and growth compiled in portfolios.

a. Teacher Created Tests

Teacher created tests that assess a student’s skills or knowledge following instruction provide evidence to support marks on progress reports issued at the end of a trimester. Evergreen’s progress reports are standards-based, and grade-level standards in each core subject area are translated into learning “power targets.” Teachers assess and report whether students have exceeded, met, partially met, or not met the power target based on measurable evidence of progress on learning targets (smaller scope targets that lead to mastery of the larger scope Power Targets).

b. Standardized Tests

As a public school, Evergreen is required to participate in the state’s testing and accountability program. Although Evergreen’s program is not “test driven,” standardized testing is one of many measures of student progress by which we measure our effectiveness as a school. Regularly administered tests include the North Carolina beginning-of-grade (BOG) test in reading in third grade and end-of-grade (EOG) tests in reading and math given once per year in third-eighth grades, the EOG science test administered in fifth and eighth grades, and the Math I end-of-course (EOC) test given to students who complete Math I. Some of Evergreen’s students with identified exceptionalities take alternative assessments as documented in the student’s Individualized Education Plan.

Test score information is distributed to students, families, and teachers as soon as it becomes available and schoolwide results can be found on the State Report Cards website:

<http://www.ncpublicschools.org/src/>. Parents may request and be provided with information about state policy regarding student participation in standardized tests by contacting the school testing coordinator.

Dates of testing, a description of the tests, and the use of scoring will be distributed to families in a timely manner. The third grade BOG test occurs during the first two weeks of school and EOG/EOC tests are administered during the final ten days of school; please refer to the school calendar on the Evergreen website for exact dates.

c. Performance-Based Assessments

These are tasks that demonstrate both the North Carolina grade level standards and knowledge taught through expeditions. These tasks demonstrate the skills and concepts students should be able to competently perform for promotion to the next grade level. Performance tasks include polished written products, projects, collaborative problem-solving or performances (e.g., a play or demonstration), oral

reports, or individual demonstrations of learning. These assessments often also serve as evidence for progress reported on trimester report cards. In addition, they are documented in student portfolios that are shared with parents at student-led conferences, held twice each year, once in the fall (3rd-8th) and once in the spring (K-8th). In the fall, K-2nd teachers will hold conferences with parents to go over goals and progress. All parents are required to attend these conferences as part of their partnership agreement with the school.

During conferences students show and describe their work as evidence of their learning; parents also have an opportunity to talk with teachers about the student's progress. In addition to providing evidence of performance and growth, the portfolio and exhibitions of student work in the fall and spring promote student responsibility for learning, since students make choices about how to document their work and explain how their work demonstrates the learning targets and answers expedition guiding questions. Performance assessments and portfolios for every grade level include key components of Evergreen's EL Education curriculum, including Evergreen's Habits of Scholars, literacy and math, communication skills, research skills, environmental education, fieldwork, service learning, health and wellness, and an integration of the arts and physical education.

d. Eighth Grade Graduation Panel and Requirements

In order to graduate from Evergreen, eighth grade students are required to present their middle school passage portfolios before a formal graduation panel designed in the style of high school senior graduation panels. Students prepare visuals that guide their oral presentation of expedition products and reflections on work that represents their academic learning and personal growth throughout the middle school years. The portfolio includes evidence and reflections in the areas of "self," "academics," "Evergreen community," and "future and beyond Evergreen." Students work with teachers who advise them through the revision and rehearsal process. The graduation panel itself is comprised of teachers, administrators, community members and board members. Parents are strongly encouraged to attend their child's presentation but are not amongst the evaluators. Students present their work for approximately 15 minutes, after which panel members may ask additional questions. Panel members score each student's presentation and responses on a rubric and provide written feedback, which the student receives prior to graduation. Students are expected to view their panel presentations as a rehearsal for high school and the work world; rubric criteria include appropriate dress, comportment, articulation, and content. Satisfactory performance on the portfolio and presentation is required to graduate from Evergreen.

I Promotion and Retention

Promotion and retention in all grades is based on a balanced system of assessment consisting of multiple components:

- Performance-based assessments reflecting all disciplines
- Portfolios containing examples of the student's work over the year
- Standardized tests in reading, mathematics, and science
- Attendance for a minimum of 170 days/school year
 - **A child who is absent 15 days or more may be retained in his/her current grade level or required to attend summer school.** (See "Attendance" section)

Promotion in grades 6-8 is also dependent on:

- Passing 4 of 4 core classes (language arts, math, social studies, science) with a minimum score of 2.0 on a 1-4 rubric.
- Passing scores on Habits of Scholars with a minimum score of 2.0 on a 1-4 rubric

In addition to looking at the above measures, Light's Retention Scale (LRS) will be used to provide additional data. LRS is a widely accepted guideline in the critical decision of whether a particular student should be retained or promoted and is used as a way of synthesizing components into a measurable scale. Other appropriate data supporting retention or promotion will also be considered. If the teacher and Executive Director determine that LRS will be used, the Light's "Parent Guide to Grade Retention" will be furnished to parents as a guideline to reading and understanding the LRS.

A child may be retained regardless of EOG test scores, if s/he does not meet academic or attendance criteria for promotion. Special provisions should apply only in extreme cases. In order for a student to be promoted, academic work must be completed. Work completion and passing grades indicate successful status on the power targets for that subject and grade level. While parent and teacher support is of course expected, the onus of responsibility to complete work is with the student.

Recommendations from related Community Council discussions will also be considered in making promotion/retention decisions.

In addition to the above, 8th graders' Graduation Panel presentation and portfolio completion are part of the assessment system for promotion and retention. Eighth grade students must

- Pass 4 out of 4 core academic classes for the year
- Earn passing scores on Habits of Scholars
- Successfully complete their portfolio
- Pass their Graduation Panel presentation

In order to participate in the Graduation and Moving Up Ceremony, students must meet expectations for promotion. Failure to do could result in mandatory summer school or retention.

a. Retention Decisions

1. The teacher or parent notifies the associate director (in writing) requesting possible retention as soon as this option is considered. Typically, teachers will notify the associate director by April 1 but occasionally students fall significantly behind after that date and notification may be made later in the school year.
2. Lead teachers document the student's academic performance, completion of work, and attendance through office and formative assessment records. (In the middle school, teachers share and discuss this data at their weekly middle-school meeting.) Teachers complete the Light's Retention Scale (LRS) and consider it along with any other pertinent data.
3. The classroom teacher, the Exceptional Children/504 Coordinator and Exceptional Children teacher (if applicable) and Academic Support teacher (if applicable), the associate director, the parents/guardians, and the executive director (and any specialists who might help to make an

informed decision, such as a school psychologist, counselor, case worker) will meet and make a recommendation to the executive director regarding retention or promotion.

4. The executive director, under North Carolina law, has the authority to make the final promotion/retention decision.

2. NC Read to Achieve

Students in third grade must show proficiency in reading in order to be promoted to fourth grade. This is determined by the EOG reading assessment, the EOG reading retest, an alternative reading assessment provided by the Department of Public Instruction (DPI), a student reading portfolio, or alternative assessments approved by Evergreen's board. Some students may be exempt from this requirement. More detailed information will be made available during third grade orientation and can be found at: <http://www.ncpublicschools.org/docs/k-3literacy/resources/guidebook.pdf>.

J. Student Responsibility for Learning

EL Education Design Principle #3 is:

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within and for ourselves and as part of a group. Every aspect of a school must encourage children, young people, and adults to become increasingly responsible for directing their own personal and collective learning.

At Evergreen, we encourage our students to become increasingly more self-directed in their own learning experiences, and we expect students to be responsible for the quality and timely completion of assigned class work, homework and special projects.

To support this goal, students are expected to turn in assigned work on time (a minimum of 90% of the work) and do their best work in meeting the assignment expectations. Assignments may be modified as needed according to IEP and 504 Personal Student Plans. We value the process of revision in the development of quality work, so students will be encouraged to improve upon their efforts until the final deadlines for evaluation.

If a child does not meet these expectations, parents, teachers and students will meet to discuss consequences, which may include but are not limited to:

- Study Hall (more information below)
- Behavior contract;
- Loss of privilege to participate in after-school enrichments/clubs/sports teams; and/or
- Retention.

1. Study Hall

Weekly Study Hall is a structured opportunity that may be required for middle school (6-8) students to make up missing work or work that is below quality expectations. Study Hall is primarily assigned by the teaching team when a student has outstanding assignments to complete and takes place during the school

day or after school. If after school, students and families will be notified via email prior to the day of study hall, and parents will need to make necessary arrangements for pickup.

X. COMMUNITY NORMS & EXPECTATIONS FOR STUDENT BEHAVIOR

A. Habits of Scholars

At Evergreen, we seek to educate students in the areas of mind, body, and spirit. Having academic capability alone does not necessarily constitute a well-rounded individual, and therefore, we teach nine Habits of Scholars. Scholars realize that effort of mind and body are necessary for success. Scholars know that collaboration and responsibility are integral parts of all work. Scholars are self-regulated and attuned to their own progress in all of life's situations. Scholars recognize that each person has positive attributes, and they live with integrity and self-respect.

Supported by EL Education Design Principles, our habits are categorized into three areas: performance, relationship, and self. With strengths in these three categories, students can become leaders of their own learning and further their own success.

The nine habits are listed below with the affiliated school-wide power target, which are supported in age-appropriate ways with all students K-8. Comments about student progress on habits power targets will be included on trimester progress reports.

Habits of Self

Self-regulation: I can make choices that are helpful to me.

Integrity: I can do what is right.

Curiosity and Courage: I can wonder and have the courage to take risks.

Habits of Performance

Responsibility: I can be accountable for my choices.

Craftsmanship: I can produce high-quality work.

Perseverance: I can work through a challenge.

Habits of Relationship

Compassion and Gratitude: I can desire to help others and can show appreciation.

Collaboration: I can work well with others.

Respect: I can show regard for others.

B. Positive Discipline in the Classroom

At our school, we strive to maintain a culture of caring—one that reinforces our primary belief that we are all valuable citizens in a world community and therefore need to treat everyone with respect. The foundational philosophy for our classroom management and disciplinary considerations is the *Positive Discipline* approach, developed by Dr. Jane Nelson, a trained family counselor and Educational Psychologist. The *Positive Discipline* website is www.positivediscipline.com and there are also many

books published on the topic. We encourage all parents to read further about this important aspect of our school.

The main building blocks of *Positive Discipline* are:

- Everyone is motivated by basic needs for belonging, significance, and competence. Misbehavior is statistically much more often due to social misunderstanding and age-appropriate spontaneity than to purposeful misconduct.
- Discipline is not a one-size-fits-all solution, but rather is a dynamic system of clear expectations and interactions, where the main purpose is to teach and help students develop lifelong skills for interacting with the world.
- For success, an atmosphere of caring based on kindness and firmness, dignity and mutual respect is upheld.
- In classroom meetings, children will be a part of an ongoing process of discussing interpersonal and classroom concerns while developing self-discipline and an understanding of problem-solving.
- Communication skills are strengthened through practice and through using a common language in social discussions.
- We practice developing empathy and caring for those around us.
- When a child has made a mistake, the focus is on solution finding, repairing the situation, and building skills. Blame, punishment, shame, and punitive consequences are not healthy or helpful when attempting to build student capacity for understanding behavior.
- Consequences to misbehavior are natural and logical. Consequences are helpful in changing behavior. However, “positive” is not synonymous with “permissive”.
- Clear boundaries are outlined for children through consistent and age-appropriate expectations.
- The dignity of the child remains intact. The children ideally buy into the process of setting expectations, maintaining behavior, and reflecting on necessary consequences to repair the situation when a mistake has been made.
- When children feel better, they act better. Feeling better happens when all of the above is done in a safe, interactive, and caring way.

Our goal is to provide a positive learning environment for all children—one that fosters self-discipline. Students are encouraged to take responsibility for their own actions and to respect self, others, and the environment. Clear, consistent rules (norms) are developed, often with input from students. Teachers promote positive discipline through class meetings, evoking peer input, positive guidance, redirection, and conferences.

In problem situations, we seek first to understand the situation from all angles as best as possible, find solutions with student involvement, empower students to take action to correct the effects of negative behavior, and remain encouraging. The student will likely have logical or natural consequences for their actions in an effort to teach and repair. Choice contracts in K-2 and Infractions in 3-8 are designed to support these reflective conversations. Parents will be notified whenever students are physically or verbally aggressive towards others, disruptive of the learning environment, or destructive of property. Family cooperation is required in order for us to help students develop respectful and appropriate social

skill. We value school/home connection and know that student behavior is much more likely to improve at school when parents support the connection (see Parent Partnership Agreement).

At times, we are bound by NC law when determining consequences for more serious offenses. See below.

C. Specific Behavioral Expectations

1. Student Behavior in the Classroom

In the classroom, students are expected to uphold their class constitutions, agreements, and the Habits of Scholars. Students are expected to make positive contributions to the classroom, be active learners who seek information and understanding, and take responsibility for their learning, both academic and social. Students do not have to be perfect toward these ends, but should show effort to living the Habits of Scholars in order to make learning possible for themselves and their classmates. We are all Crew!

2. Student Movement around Campus

When students are traveling through hallways, across campus, or entering a classroom, the expected behavior is one of respect for all classroom academic programs in progress. Students are expected to enter and exit classrooms quietly. Students in grades 3-8 must obtain permission from their teacher to travel on campus, and must return to their class in the timeframe allowed by their teachers. Students in grades 6-8 will be given a hall pass to use when traveling to the restroom. Students in grades K-2 are accompanied and supervised by adults when traveling about the campus.

3. Dress Guidelines

Evergreen embraces hands-on, experiential learning experiences. Students frequently will be engaged in physical activity, such as field experiences, active play on the field and in surrounding areas, sports and adventure activities, and more. For this reason, students should wear footwear with a sturdy sole and made for activity (no high heels or flip flops). Students should be dressed to be active – sitting on the floor, exercising, etc. and still be covered appropriately. Students may be exposed at any time to current weather conditions, such as extreme heat or cold and rain. They should be prepared (water bottles and sunscreen, for example) and dressed accordingly (jackets, hats, sturdy shoes).

Our goal for a dress policy is to create an optimum climate for learning while still allowing for individual expression. Because what is considered appropriate attire for a kindergartener and an eighth grader can be different, we have a separate middle school section to the dress code. Modest clothing should be worn by both males and females. At school we are in many ways preparing students for the future, and encouraging professional dress is one way that we do this. At school and at all school events (fieldwork, dances, Fall Family Night, etc.) students are expected to refrain from wearing clothes that are inappropriate and to follow these guidelines:

All students K-8:

- Clothing should cover all undergarments, students' backs, and abdominal areas, even when bending over.
- Tops with straps need to be two inches wide on the shoulder.

- No clothing depicting inappropriate messages, language, or advertisements
- No clothing that promotes or glorifies violence, alcohol/beer, drugs, sexually explicit ideas, or ideas that might be hurtful or controversial to others
- No sunglasses in the building
- Shorts are ideal under dresses/skirts for activity.
- Pajamas and slippers can only be worn on specified pajama spirit days.

Students in grades 5-8:

- Skirts need to be no more than a credit card's length (3.5") above the knee.
- Shorts need to be mid-thigh length or longer.
- Leggings that are opaque (not see through) can be worn as pants as long as buttocks is covered by a longer top. Shorts or skirts can be layered with leggings.
- Tights which are not opaque and are not meant to be pants should accompany skirts and shorts only, and the credit card rule still applies for skirts.
- Shirts should not hang off shoulders and undergarments should not be revealed.
- Staff has the final discretion as to whether or not an outfit is acceptable for school.

4. Behavior during School-Sponsored Travel

Students are expected to adhere to Evergreen's behavior guidelines while riding a bus or private vehicle on school excursions. Respect for peers as well as the driver and adult supervisors is mandatory. In order to assure safe bus/car travel, students must remain in their seats and refrain from putting anything outside the windows of the vehicle.

5. Student Bus Conduct Code

The following rules are for the purpose of ensuring a safe and pleasant ride on our school's bus. You will find that some rules are obvious and reflect nothing more than common sense. These rules have evolved from state and national guidelines for safety on buses.

- The Evergreen student conduct code also applies to students while riding either school bus.
- When boarding, students should go directly to a seat. No running on the bus or up and down the stairs. No jumping. The bus driver may assign seats.
- Students are not to use profane, vulgar, and/or improper language. Talking should be kept to a conversational tone—no yelling.
- Students must remain seated keeping the aisles clear, not sticking feet out into the aisle. No propping feet up on the seats.
- Students will use appropriate occupant safety equipment (lap belt) on the bus.
- Students must only bring items onto the bus that they can hold on their laps.
- Eating, drinking, and chewing gum are prohibited. No candy.
- Students are not permitted to use tobacco, alcohol, drugs on the bus.
- Students are not permitted to throw objects on, from, or into the bus.
- Students are to keep their heads, hands, feet, and personal articles inside the bus.
- Students may not lie down on the seats.
- Students are not to vandalize or mark graffiti on the bus.
- Students must obey all reasonable requests made by the bus driver.

Specific Consequences for inappropriate bus behavior:

Violation of any of these rules can result in disciplinary action up to and including suspension. In the event of a student violation, student may be suspended from the bus. In the event of a class violation, class may be suspended from the bus.

6. Phone Use, Cell Phones, and Cameras

A courtesy phone is available in the office for student use in the case of illness or emergency. All other phones are not to be used by students. The courtesy phone is to be used for brief, necessary calls only; it is not intended for student use in making extended personal calls at any time during the school day or after school. Students should not ask to leave class to use the phone unless it is an emergency.

Students are allowed to have cell phones at school, but the phones must be turned off and kept out of sight. Students bring these devices to school at their own risk. Evergreen, its faculty and staff, are not responsible for any damaged, missing, or stolen cell phones.

Should a student need to make a phone call while at school, s/he must receive permission from an Evergreen staff member and will be directed to use the phone in the main office to make the call. Parents who need to contact a student while s/he is at school should call the main office. **Students will not be allowed to answer calls or check messages on a cell phone during the school day.**

Cell phone use by students is prohibited at Evergreen without express permission for specific use of function or feature from a school staff member, including during lunch, exercise breaks, Before School, EverAfter, and on fieldwork trips. Use is interpreted not just as the sending or receiving of calls. Use includes using any cell phone function or feature, including but not limited to texting, photography, recording, internet access, music playing, etc. These restrictions apply to use in hallways, restrooms, offices, the field or any other place on campus or during field work. Campus restrictions are in effect before school from initial drop off time and after school through dismissal procedures.

Cameras, as part of other devices or as a single purpose device, are prohibited at Evergreen without express permission for specific use of function or feature from a school staff member. This restriction follows the same guidelines as that for cell phones.

7. Mp3 Players/iPods or Other Music-playing Devices

Evergreen seeks to have all students engaged in authentic academic and social interactions throughout the day, and music players can detract from this. Therefore, Mp3 players, including iPods, and other music-playing devices are only allowed to be used at Evergreen with permission of a staff member. Their use is limited to in the classroom with the permission of the teacher. They are not allowed to be used in the hallways, during Before School or EverAfter, or walking around campus. Students bring these devices to school at their own risk. Evergreen, its faculty and staff, are not responsible for any damaged, missing, or stolen music playing device.

8. Public Display of Affection

Students are not to participate in public displays of affection except for a brief hug. Public displays of affection that are distracting or inappropriate will result in consequences.

9. Cheating and Plagiarism

Students are expected to refrain from engaging in acts of cheating and plagiarism. **Cheating** is the act of falsifying assignments, copying the work of others, or securing answers on an exam/test from illegitimate sources. A parent completing a child's assignment is a form of cheating. **Plagiarism** is copying from a source without reference to that source to imply that the material is the work of the student. This includes copying someone else's work, copying from an undocumented source, or taking information directly off the Internet without documentation. During the elementary and middle school years, we will work with students to help them understand the serious nature of these actions.

10. Bullying and Harassment

We are strongly committed at Evergreen to nurturing a safe learning environment for all students and staff. Harassment and bullying interferes with a student's ability to learn and is against our basic mission and philosophy and is not tolerated in any form. Both children who are bullied and who bully others may have serious, lasting problems.

We define bullying as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats (including gestures), spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

- Verbal bullying is saying or writing (including on social media) mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public
- Physical bullying involves contact with a person’s body or possessions in an unwanted way. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone’s things
 - Making mean or rude hand gestures
 - Unwanted contact
 - Throwing things at someone unwilling or using an object for unwanted contact

Harassment laws protect students from the above kinds of behaviors when it is based on their actual or perceived race, color, national origin, sex (which may include gender identity, gender expression and pregnancy), religion, and disability. Under these laws, harassment is defined as unwelcome conduct based on a protected class.

i. Process for Reporting Bullying or Harassment

We expect any students, school employees or volunteers who have witnessed or have reliable information that someone has been subject to any act of bullying or harassment to report the incident to any school staff, who will communicate the report to an Associate Director. A student wishing to report knowledge of an act anonymously may do so and have their identity protected in most situations. (See box below). Formal disciplinary action shall not, however, be taken solely on the basis of an anonymous report. Any retaliation against someone who has reported information is also forbidden. The Associate Director and/or Executive Director will conduct a prompt investigation of reports of violations and complaints of any act of bullying or harassment. If it is determined that bullying, harassment or retaliation has occurred, the Associate Director and/or Executive Director shall take appropriate disciplinary action, notify the parents/guardians of the perpetrator, and notify the parents/guardians of the victim.

Students may report bullying by completing a report form and placing it (anonymously if desired) in the Advocation Station box in the main office foyer. Forms are available in the elementary foyer, lunch room and beside the box. Students may also report bullying directly to a teacher, Crew leader, guidance counselor or administrator.

Retaliation against any person who reports an act of bullying or harassment will be considered a school disturbance. See “Discipline” section for information on consequences for school disturbance. All complaints will be investigated promptly by an Associate Director or Executive Director and dealt with through consequences and remedial action as seen appropriate. See “Discipline” section for more details.

Sexual harassment is harassment as described above of a sexual nature, and includes unwanted sexual touching, comments and/or gestures which interfere with a student’s participation in or ability to benefit from school. Sexual harassment is particularly serious as it is against federal and state law (Title IX). Verbal harassment can include comments about one’s body, spreading rumors, dirty jokes or stories, or

other sexual remarks. Physical harassment includes flashing or touching another or oneself in a sexual way. Visual harassment includes displaying sexual pictures or objects and inappropriate gestures. Though sexual harassment may seem embarrassing to talk about, it is very important to report if you have experienced or witnessed it. Reporting and disciplinary procedures are the same as mentioned above.

This policy is supported by 2004 action by the N.C. State Board of Education: “It is the policy of the State Board of Education to maintain a safe, orderly and caring learning environment in the public schools and public charter schools of North Carolina that is free from harassment, bullying, and discrimination and is inclusive of all students.” The Board of Education is requiring all N.C. schools to develop and maintain policies to prevent, intervene, investigate, document and report all acts of harassment or bullying.

This policy is disseminated and published annually in the Community Handbook and pertains to actions during school and in school-sponsored function.

The school’s responsibility for addressing cyber-bullying or harassment that occurs off-campus is limited to acts that create a school disturbance. See “Discipline” section for information on consequences for school disturbance. If off-campus cyber-bullying or harassment are brought to the attention of school personnel but do not create a school disturbance, the school administration will notify parents of the students involved but cannot impose discipline consequences.

ii. Process for Reporting Advocacy

We also encourage students to report when they witness other students being advocates for themselves or others in a bullying situation. Our goal is to promote positive standards where bullying is not tolerated by students or adults.

Students may report acts of advocacy by one student toward another by completing a report form and placing it (anonymously if desired) in the Advocacy Station box in the main office foyer. Forms are available beside the box.

11. Weapons, Dangerous Instruments/Substances, and Firearms

No employee, parent, student or other person shall carry, or engage another person to carry, whether openly or concealed, a weapon, alcoholic beverages, or tobacco on school property at any time. School property includes any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by Evergreen or at any school fieldwork function.

Students are prohibited from possessing, handling, or transmitting any weapon, firearm, facsimile of a weapon, dangerous instruments, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument. Weapons include any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, pocket knife, slingshot, leaded cane, blackjack, metallic knuckles, razors, razor blades, box-cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance. Firearms include any gun, rifle, shotgun, pistol, starter pistol, firearm

silencer, ammunition or any powerful explosive. Dangerous instruments/substances are any object or substance that is possessed, handled, transmitted, or used for the purpose of causing or attempting to cause physical injury.

Any student who has knowledge that another student possesses or intends to bring a firearm or other weapon onto the school campus or to any school activity and immediately reports this information to a teacher, director, or law enforcement will not face disciplinary action.

Any student who comes into possession of a weapon by obtaining the weapon from another person or by finding the weapon and delivers the weapon immediately to a teacher, director, or law enforcement will not face disciplinary action.

12. Drugs and Alcohol

Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances: narcotic drugs; hallucinogenic drugs; amphetamines; barbiturates; marijuana or any other controlled substance; unauthorized prescription drugs or medications; unauthorized over-the-counter medications; any alcoholic beverage; malt beverage or fortified wine or other intoxicating liquor; any chemicals or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior. Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit drugs. Drug paraphernalia may include lighters and matches. Students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

13. Tobacco

Students are prohibited from possessing or using any tobacco product including cigarettes, electronic cigarettes (e-cigarettes) or other vaping devices whether nicotine or non-nicotine based, cigars, chewing tobacco, snuff and any other items containing or reasonably resembling tobacco or tobacco products. Students are prohibited from possessing or using any paraphernalia associated with tobacco or vaping use including pipes, rolling papers, e-cigarette "juices" or their cartridges, lighters, and matches. NC Senate Bill 530/SL 2013-165 defines e-cigarettes and associated products as "tobacco products."

14. Other Items Not Allowed at School – Unauthorized Items

In addition to alcohol, tobacco, drugs, and weapons, the following items are not allowed at school and are subject to immediate confiscation for return to a parent or guardian:

- Prescription or over the counter medication without proper paperwork as detailed in "Medications at School" section of the Community Handbook
- Electronic games and/or gaming systems
- Lighters/matches
- Inappropriate or topically violent magazines or books
- Any other item that prohibits or hinders the fulfillment of the academic mission of the school

15. Search and Seizures

School personnel have the authority to conduct reasonable searches and seize materials in accordance with school policy for the purpose of maintaining a safe, orderly environment and for upholding standards of conduct established by the school. A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever school personnel have reasonable suspicion to believe that the student is in possession of illegal or unauthorized material and that the material could be found on the student's person or in the personal effects, given its size or shape. Unauthorized material 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; any stolen item; or any item described as unauthorized in school rules. Reasonable suspicion includes but is not limited to a credible report from a student or adult, altered behavior, physical manifestations, and/or physical evidence.

If school personnel have reason to believe that a student is in possession of illegal or unauthorized materials, school personnel will ask the student to remove any overcoat or jacket, hat, shoes and socks; empty his/her pockets; shake out sleeves, shirts, bras, pant legs; and empty his/her personal effects (e.g., purse, book bag, etc.). This search will be conducted in private by a school official of the same gender and with an adult witness of the same gender present. The student's parent(s) or legal guardians will be contacted immediately following the search and will be expected to meet with school personnel involved in the search and the executive director that day.

If school personnel have reason to believe that a student has on his/her person an item imminently dangerous to the student or to others (e.g., weapon or firearm), a "pat down" search of the student's person may be conducted if less intrusive measures are insufficient. A pat down search will be conducted in private by a school official of the same gender and with an adult witness of the same gender present, when feasible. The student's parent(s) or legal guardians will be contacted immediately following the search and will be expected to meet with school personnel involved in the search and the executive director that day.

If school personnel have reason to believe that a student is engaging in transmitting or selling illegal or unauthorized materials and have reason to believe that the student has used his/her cell phone for communicating about a sale or transference of illegal or unauthorized materials, the cell phone will be confiscated immediately and held to be searched for communiqué related to the sale or transference. This search will be conducted by a school administrator in the presence of another school administrator and the parent(s) or legal guardian.

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized or contraband materials. Inspections of lockers may be conducted by school authorities for any reason consistent with search and seizure policies at any time, without notice, without consent, and without a search warrant.

School computers and any data they contain remain under control of the school and are subject to inspection at any time.

School personnel may use trained dogs in inspections for illegal or unauthorized materials in school facilities and grounds. All dogs will be handled by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the dog's reliability and accuracy in sniffing out unauthorized substances. Trained dogs may sniff lockers and other inanimate objects. Such inspections are not considered searches and do not require notice or consent.

If a search yields illegal materials, such findings shall be turned over immediately to proper legal authorities for ultimate disposition.

16. Theft, Damage to Property

Students are expected to refrain from stealing or attempting to steal or knowingly be in possession of stolen property. Students shall not damage or attempt to damage any property belonging to the school or to another individual. Graffiti is considered damage to property.

17. Fighting, Physical Aggression, Assault

Fighting and assaults on students and other people are prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify school personnel. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight.

18. School Disturbance

No student shall cause the disruption of any lawful function, mission, or process of the school.

D. Consequences for Inappropriate Behavior

Students are expected to follow the guidelines of Evergreen, whether on campus or involved in field experiences or other school-sponsored events off campus. Failure to adhere to the guidelines throughout the year will result in appropriate discipline.

It is our hope that most inappropriate behavior can be successfully addressed using the *Positive Discipline* practices. Teachers will work with students to determine logical and natural consequences for many rule infractions.

There may be times, however, when more serious consequences will be necessary, the purpose of which is to:

- Ensure the safety and sense of well-being of all children at Evergreen; and
- Help the student to make more positive behavior choices, and in some instances, to make restitution to the classroom or school community.

Consequences for inappropriate actions may be adjusted to reflect the age and individual needs of the offender. For example, a kindergarten child caught stealing is not the same as an eighth grader who is caught stealing.

Parents are asked to support the school and be a partner in any correction needed to insure the proper behavior and attitude of their child.

1. Consequences Chart

The Consequences Chart (below) sets forth recommended and required consequences for violations of our established behavior guidelines. Disruptive and disrespectful behavior that goes beyond classroom intervention will be referred to the school administration and to families so they can become involved immediately in addressing and resolving that behavior. Teachers and the school administration retain the discretion to modify disciplinary procedures and consequences, and/or to take more severe and immediate action when deemed necessary and appropriate. Please note that consequences listed are a “menu” of consequences, not intended to be directly and only correlated with the behavior listed on that line.

| Behavior | Consequence |
|--|---|
| Level 1: Actions disrupt flow of instruction and/or school culture but do not cause additional harm to others | Documentation of incident using behavior log, email, or shared internal communication document. Teacher/Administrator consequences as appropriate such as: |
| Not abiding by class constitution or general expectations for kind, respectful behavior Unauthorized use of device (phone, music, camera, etc.) 1 st time Unauthorized use of device (phone, music, camera, etc.) 2 nd time Leaving classroom or assigned location without permission Public Display of Affection Dress code (1 st time) Dress code (2 nd time) Repeated tardiness to class or school Being dishonest or deceitful | Logical consequence Verbal warning/reminder Time out (in classroom) Apology (“Talk it out”) Conference with student led by teacher and/or Associate Director Loss of participation in class activities |
| Level 2: Actions could result in harm and are in direct opposition with our school culture of kindness and respect. | Documentation of incident using choice contract (k-2) or infraction form (3-8) and Jupiter Ed. Progressive Teacher/Administrator consequences including but not limited to: |

| | |
|---|---|
| <p>Repeated Level 1 behaviors</p> <p>Inappropriate language, including profanity and disrespect</p> <p>Failure to follow through with consequences for inappropriate behavior</p> <p>Failure to follow reasonable request of the adult in charge and/or disrespect</p> <p>Repeated dress code violations (3rd strike)</p> <p>Repeated technology violations (3rd strike)</p> <p>Plagiarism; cheating on assignment or exam.</p> <p>Throwing rocks, snowballs, sticks or any object not intended for play</p> <p>Horseplay or rough behavior that could result in an injury</p> <p>Repeated failure to come to school prepared (without supplies, homework, etc.)</p> <p>Leaving school premises without permission</p> <p>Entering school without permission during suspension period</p> <p>Being dishonest or deceitful</p> | <p>Conference with student and parent contact/conference led by teacher and/or Associate Director</p> <p>Temporary removal from class</p> <p>Community accountability (restitution, service, class meeting)</p> <p>Lunch detention(s)</p> <p>Loss of participation in extracurricular activities (e.g., sports, band, clubs)</p> <p>Crew advisor notified (7-8)</p> <p>Peer mediation</p> <p>Behavior contract written with student and parents</p> <p>Student, Crew Advisor and parent/guardian notified of potential escalation to Level 3.</p> |
| <p>Level 3: Actions cause harm to property or are repeated behaviors that could cause harm and are in direct opposition with our school culture of kindness and respect.</p> | <p>Documentation of incident using choice contract (k-2), infraction form (3-8), or Office Referral form and Jupiter Ed.</p> <p>Progressive Teacher/Administrator consequences including but not limited to:</p> |
| <p>Repeated Level 2 behaviors</p> <p>Vandalism</p> <p>Property damage</p> <p>Theft</p> | <p>Community accountability (restitution, service, class meeting) + in school or out of school suspension (up to 10 days)</p> <p>Crew advisor notified (7-8)</p> <p>Parent conference led by Associate Director</p> <p>Re-entry meeting with Crew Advisor/Administration</p> <p>Community Council meeting with parents/guardians</p> |

| | |
|---|--|
| | <p>Parent shadowing (during school day)</p> <p>Referral to counseling</p> |
| <p>Level 4: Actions cause others to feel unsafe and/or cause harm to others or self</p> | <p>Documentation of incident using Office Referral form and Jupiter Ed.</p> <p>Progressive Teacher/Administrator consequences including but not limited to:</p> |
| <p>Repeated Level 3 behaviors</p> <p>Fighting</p> <p>Unwanted physical contact</p> <p>Bullying/Harassment*</p> <p>Property damage*</p> <p>Extortion*</p> <p>Gang activity*</p> <p>Communicating threats*</p> <p>Fighting (affray)*</p> <p>Discrimination*</p> <p>Assault not resulting in serious injury*</p> <p>Being under the influence of alcohol or controlled substance</p> | <p>Parent conference led by Associate Director and/or Executive Director</p> <p>Mediation with other students</p> <p>Referral to counseling</p> <p>In school suspension</p> <p>Short term out of school suspension (up to 10 days)</p> <p>Community Council for determination of the full consequence which may include:</p> <ul style="list-style-type: none"> ● community service, ● longer-term suspension, ● referral to Board for expulsion, etc <p>*Required report to Department of Public Instruction (DPI)</p> |
| <p>Level 5: Actions pose significant threat and/or harm to others.</p> | <p>Documentation of incident using Office Referral form and Jupiter Ed.</p> <p>Required Consequences:</p> |
| <p>Repeated Level 4 behaviors</p> <p>Possession of weapon, firearm, powerful explosive*#</p> <p>Possession, sale or transmission of alcohol or controlled substances*#</p> <p>Assault involving the use of a weapon*#</p> | <p>Elementary (K-5):</p> <p>Immediate 3-day-minimum suspension.</p> <p>Community Council will be held for determination of the full consequence which may include:</p> <ul style="list-style-type: none"> ● community service, ● longer-term suspension, |

| | |
|--|--|
| <p>Assault resulting in a serious injury*#</p> <p>Burning of a school building*#</p> <p>Gang activity*#</p> <p>Threats of terrorist nature or hate crimes*#</p> <p>Sexual offense*#</p> <p>Sexual assault *#</p> <p>Rape*#</p> <p>Indecent liberties with a minor*#</p> <p>Kidnapping*#</p> <p>Homicide*#</p> <p>Bomb threats or engaging in a bomb hoax*#</p> <p>Arson*#</p> <p>Robbery with a dangerous weapon*#</p> <p>False fire alarm#</p> <p>Fire equipment tampering#</p> | <ul style="list-style-type: none"> ● referral to Board for expulsion, etc. <p>Middle School (6-8): Immediate 5-day-minimum suspension.</p> <p>Community Council will be held for determination of the full consequence which may include:</p> <ul style="list-style-type: none"> ● community service, ● longer-term suspension, ● referral to Board for expulsion, etc. <p>All Grades:</p> <p>*Required report to DPI</p> <p># Required report to Law Enforcement. Law enforcement will investigate and petition to press charges if the situation warrants.</p> |
|--|--|

2. Out-of-School Suspension

At the time of the suspension, administrators or teachers will make contact with parents and explain the reason for the suspension, the length of the suspension, and the conditions of the student's return. Parents will also be notified in writing. At any point during the suspension process, parents and the students have the right to meet with the executive director or associate director to discuss the incident and evidence. The desired outcome of all suspensions is that students will be able to make better choices and take responsibility for their actions.

- During an out-of-school suspension a student may not be on the campus for any reason or attend an off-campus Evergreen event. This includes activities on our campus that are sponsored by other organizations, such as sports clubs.
- Students may make up work during or following a suspension at the teacher's discretion, but it is the student's responsibility to get assignments and schedule make-up quizzes or tests. If not made up within a week of the suspension, the student will not get credit for the work.

- Students participating in extracurricular activities may be removed from the activity temporarily or permanently at the discretion of the staff member in charge of the activity.
- Local boards of education may refuse to admit any students who has been expelled or suspended from Evergreen or other public schools under G.S. 115C-391 until the period of suspension or expulsion has expired.
- Before a suspended student can be readmitted, the student’s parents may be required to meet with the executive director, associate director and/or teacher to establish a behavioral plan for the student's return to school.

3. Long-Term Suspension and Expulsion

If a student has been suspended for a period of 10 days, they may be referred to the Community Council for a recommendation for further disciplinary action, such as long-term suspension or expulsion. The Community Council for long-term suspension and expulsion decisions is a five-person committee made up of an elementary teacher, middle school teacher, exceptional children teacher, administrator, and board member. The time/date of this informal hearing will be agreed upon by all parties, but must be prior to the end of the 10-day suspension. At this informal hearing, parents have the right to see all documentation that will be presented; and they have the right to represent or bring legal counsel to represent their child’s interests at this meeting.

The Community Council will make a recommendation to the executive director regarding further disciplinary or corrective action. The executive director, as superintendent of the LEA, can make a decision to suspend the child for the remainder of the year, or in certain circumstances, for 365 days. If the Council recommends an expulsion, this would have to be approved by the board of directors. Any student who is suspended or expelled loses the privilege of attending another N.C. public school until the period of suspension is over.

If the parents disagree with the recommendations of the Community Council and/or executive director, they can appeal this decision in writing to the chair of the Grievance Committee of the board of directors within 5 working days of the hearing.

4. Provisions Specific to Students with Special Needs:

1. The Individual Education Plan of every student with special needs will indicate if the student is not expected to meet the regular discipline code, and if not, what modifications of the code are required. The appropriate EC staff will be consulted for discipline procedures on a case by case basis.
2. Evergreen will follow the North Carolina Discipline Procedures (NC 1504-2) “Policies Governing Services for Children with Disabilities” and state and federal law as required for short-term suspensions (or multiple short-term suspensions), long-term suspensions (lasting more than 10 days or any series of suspensions exceeding 10 cumulative days that results in a change of placement), expulsion or special circumstances. For more information, contact Kathy Norris 828-298-2173 ext. 1236 or kathy.norris@evergreenccs.org

5. Disciplinary Records

Federal law requires that we forward disciplinary records with respect to suspensions or expulsions when students transfer to other schools.

XI. ARRIVAL, DEPARTURE & TRANSPORTATION

A. School Hours

Monday:

All students 8:30-1:35

Tuesday-Friday:

Kindergarten through Second Grade 8:30 a.m.-2:50 p.m.

Third through Fifth Grade 8:30 a.m.-3:00 p.m.

Sixth through Eighth Grade 8:30 a.m.-3:15 p.m.

B. Arrival

Evergreen's school day begins at 8:30 a.m., and students will be marked tardy if they are not in their classrooms by that time. We know that students need time to put their things away and say hello to their teachers and friends in an informal way before the day begins. **We strongly suggest that you pull into the school's driveway no later than 8:10 to ensure that your children get to their classrooms by 8:30.** Alternatively, parents and students can participate in our Park and Walk Initiative (see below).

Parents may drop their children off at the before-school program from 7:30-7:55 a.m. for a fee, and after 7:55 with no fee (see following section for details). Children may not go to classrooms until 8:15, so if they are dropped off prior to that time, they must attend the before-school program.

One of our goals at Evergreen is to join with families in teaching children the importance of punctuality. Tardiness is disruptive to the learning process; it has a negative impact on the entire class, not just the child who is tardy. Punctuality reflects the shared values of respect and responsibility, as well as the importance of school and the educational opportunities it offers to children. Parents will receive a phone call between 12 and 4pm if their child was tardy with a reminder that punctuality is important. Parents can expect an email from the school if the student reaches 3, 6 and 10 unexcused tardies or early dismissals. If a student reaches 10 unexcused tardies or early dismissals, the associate director will contact parents to try to find a solution.

Students arriving at 8:29 or later cannot be admitted to class without a tardy slip from the office. Parents must accompany children to the office, sign the child into school and provide documentation regarding the reason for the tardiness.

C. Before-School Care Program

Environmental education includes taking care of our own environments (our bodies), appreciating the natural world, developing relationships with others and reducing our impact on the environment. Walking is good for your health. Being outside in the morning is a good way to get ready to learn. You'll meet others in our community on the trail. We will reduce emissions and the length of the car line.

E. Dismissal

The pick-up hours are staggered in order to control traffic congestion on New Haw Creek Road.

Dismissal times are as follows:

Monday

K-8 1:35

Tuesday-Friday

K-2 2:50

3-5 3:00

6-8 3:15

We will not begin to dismiss students until the exact dismissal time, and we suggest that parents not arrive more than 5 minutes prior to your oldest child's dismissal time. Otherwise, you will be in line with parents who are picking up children from an earlier dismissal time. This will cause the lines to move more slowly, and you will be asked by the staff on duty to circle around and park until time for the next pick-up.

Parents are also welcome to park and pick up students directly from the classroom or to wait at the double doors at the elementary wing with the pickup placard. We ask that parents wait until dismissal time to get students. Parents arriving before dismissal time will be asked to wait in the office or outside the double doors at the elementary wing.

There is a 15-minute grace period after each dismissal time and we expect parents to pick up their children within this time frame. Students with older siblings or in carpools with older students will be in the dismissal time and grace period of the the older student. If children are not picked up 15 minutes after dismissal, with no exceptions, students will be sent to EverAfter. Applicable EverAfter fees will be charged to the parent. After school time is professional and conference time for teachers, and they cannot provide child care during this time. Dismissal procedures are designed to help ensure the safety of every child. Students who are not registered for EverAfter but are sent there because of not being picked up from school on time will be charged a \$5 fee if picked up within 20 minutes of the end of their pickup window, or a full daily fee plus a \$10 surcharge if picked up after 20 minutes; they will wait with the attendance manager rather than participating with their age groups.

If your child is going home with someone other than a parent or guardian, we need written permission. You will be given a form to fill out indicating all carpool or pick-up arrangements. Please write an individual note for exceptions. If your child is signed up for the EverAfter, and is in grades K-2, your child will be escorted to the program.

Parents should attempt to contact the main office as early in the day as possible if changes in transportation plans need to be communicated to a child, as afternoon at dismissal can be a very busy time for our office staff. Teachers are busy with students and may not read email or listen to voicemail until after dismissal time. Messages received after 2:30 may not be delivered to teachers due to the demands of that time of day.

With signed parental permission, middle school students (grades 6-8) may walk to the lower lot at dismissal time so parents can pick them up there **no later than 3:35** rather than wait in the traffic line. **Should students remain in the lot after 3:35, they will be brought back to EverAfter and parents can pick them up there (EverAfter fees will apply).** Walking to the lower lot is a privilege for students, and parents are responsible for any misconduct that occurs once student is off school property. When walking to the lower lot after school, we ask students to follow these safety guidelines:

- Walk safely along the edge of the lot to grassy area between the swim club and the ballfield parking lot.
- Quietly socialize until parents arrive.
- Refrain from using cell phones until seated in the grass.
- Stay out of and away from the creek.

With signed parental permission, middle school students (grades 6-8) may walk home from school or to the bus stop on New Haw Creek Rd. Parents are asked to remind children of the following safety guidelines:

- Try walking with a partner or group.
- Go directly from school to your home or the bus stop.
- Always try to walk home from school using the same route.
- Walk using the sidewalk or walking path.
- Check in with a parent or older sibling once you arrive home.
- Cross at designated crosswalks.
- Obey all traffic signs and signals.
- If waiting at the bus stop, stand as far away from the road as possible.

F. After-School Care - EverAfter

Evergreen offers a fee-based after-school program, called EverAfter. All parents must register and pre-pay for EverAfter. You may learn more about this program online at www.evergreeneverafter.org

G. Transportation

Parents are expected to transport their child to and from school or to carpool with other families. Parents will also be asked to provide us with written instructions whenever a child is to be released to someone other than parents, a legal guardian, or person designated on the student data form.

Should transportation be a barrier to attendance, please contact our office for assistance in making travel arrangements.

H.Changes Due to Weather

When there are changes in the school schedule due to inclement weather, announcements will be made on WLOS-TV, and wlos.com. We will also send a recorded phone message and/or text to the number(s) we have on file for you. A message will be recorded on our phone's general recording 828-298-2173 and on the landing page of our website www.evergreenccs.org. You can expect announcements around 6:00 am. **We recommend that you sign up for alerts from WLOS at wlos.com.**

School and Before-School

We do not necessarily follow Asheville City Schools or Buncombe County Schools' decisions so please watch or listen for Evergreen Community Charter School. You will hear one of the following options:

1. **“Evergreen Community Charter School: Closed”** This means there will be no school for students or teachers.
2. **“Evergreen Community Charter School: One-hour delay”** This means that classes begin at 9:30 am. Teachers will arrive by 9:00. Before school opens at 9:00. Children may be brought to school no earlier than 9:00 on days with one hour delays. Extended before school program does not operate on these days.
3. **“Evergreen Community Charter School: Two-hour delay”** This means that classes begin at 10:30 am. Teachers will arrive by 10:00. Before school opens at 10:00. Children may be brought to school no earlier than 10:00 on days with two hour delays. Extended before school program does not operate on these days.

Early Closing Due to Weather

If school is in session and the weather causes a need to close school early, we will communicate the announcement in the above-named ways. In the event of early dismissal due to weather, parents are expected to pick up children at school. The EverAfter program will not operate on these days.

EverAfter After-School Program

If Evergreen is closed for the day, EverAfter will also be closed. If Evergreen closes early, EverAfter will be closed and communicated with the above-named television and telephone/text announcements. If there is no announcement, EverAfter will run as scheduled.

Please use your own judgment as to whether it is safe to transport your child to school. If school opens late and your roads are too dangerous to travel, your child's absence will be excused for that

day if you send a note on the day s/he returns to school. Note that the absence will be excused but will still count as an absence.

XII ATTENDANCE POLICIES

A. Attendance & Absences

Attendance at school is not only an essential element to participating in Evergreen's experiential program; it is also a state law for all students under the age of 16. Every effort should be made to attend school to gain the full benefit of the educational opportunity available. Absences are coded as either "excused," "unexcused." Parents can expect a robocall notifying them each time their child has received an unexcused tardy or absence. If parents receive a robocall and believe the tardy/absence is incorrect, please call the school, 828-298-2173 extension 1214, the same day the robocall is received to make a correction.

Excused Absences. Excused absences are for the following reasons only:

1. Illness or Injury
2. Quarantine
3. Death in the immediate family
4. Death in the family (per School Board policy)
5. Medical or dental appointments
6. Court or administrative proceedings
7. Religious observance
8. Approved planned educational leave (See following section)
9. Inclement weather (ice, snow, or floods) prohibits safe travel (per School Board policy)
10. Absence related to deployment activities
11. Child care due to illness or medical appointment of a child of whom the student is the custodial parent

In order to excuse an absence for any of the above reasons, an online absence submission, an email to Student Services office and the teacher, or a written note submitted to Student Services office must be received by the fifth calendar day after the student has returned to school.

Unexcused Absences. Absences due to any reason other than those listed above are unexcused with no exceptions. State law requires the school to notify the parent in writing when a student has accumulated 3, 6 and 10 unexcused absences. If a student accumulates 7 unexcused absences, parents will be called to attend Community Council. The Community Council will consider the reasons for absences and the history of attendance and make a recommendation to address the problem that they believe to be in the best interest of the child(ren) which may include:

- A carpool or other transportation solution
- Logical home or school consequences for students who do not take responsibility for punctuality
 - This may include loss of privilege of participating in after-school enrichments/clubs/sports teams.
- Support services for the child or family

- Referral to DSS for neglect
- Required summer school attendance

After 10 unexcused absences, state law requires that the director/principal review the situation and determine if the child is truant. Truancy reporting is to be decided based on circumstances of the absences and history of school attendance. **If it is determined that the child is truant the executive director is legally obligated to make a report to the Magistrate’s Office or Juvenile Justice.**

Total Absences. School faculty and administration will follow these guidelines to help parents and students reduce the number of total absences.

Every unexcused absence/tardy – automated phone call

3 unexcused absences – letter of notification

6 unexcused absences - letter of notification

10 unexcused absences - letter of notification and executive director review for possible truancy report

10 total absences – associate director or executive director contacts parent. Students with ten accumulated absences or who have a history of excessive absences may be required to provide a doctor’s note for each subsequent absence in order for those absences to be excused.

15 total absences -**If a student reaches a total of 15 excused and unexcused absences, the student may be retained and/or required to attend summer school.**

Families are expected to support the spirit of these policies. If students are genuinely sick and unable to attend school, then they are expected to remain at home. However, minor illness, stomach ache, headache or tiredness due to the previous night’s activities (including school events) should not prevent a student from arriving at school on time or being prepared to take tests or meet the requirements of daily classes.

B. Homebound Instruction

As soon as a parent anticipates an extended absence due to severe, prolonged, or chronic illness under a physician’s care, the parent should notify the school. The associate director will make arrangements for homebound, hospital-bound, or other appropriate instruction. Students will be counted present during this time. This arrangement shall be made only on the advice of the attending physician.

C. Illness

Except for atypical circumstances, students should stay home when they have any of the following symptoms:

- Fever
- Vomiting or diarrhea
- Unidentified rash
- Chicken pox
- Strep throat: until treated by a physician
- Conjunctivitis ("pink eye"): until student has been on medication for 24 hours

The teachers and Director are authorized to send a child home from school if student's condition warrants this. The child will be released to parents; if parents are not available, student will be released to an individual designated by parents in the Emergency Information Contacts.

D. Head Lice & Nits

Parents/guardians of students with lice and/or nits will be notified and referred for treatment. If a student has live lice, the parent/guardian will be notified to pick them up immediately. Students may return to school once treatment has occurred and no live lice are found. The parent/guardian is required to bring the student to the main office when they return to school and have the student's head checked again for lice/nits. If no live lice are present, the student may remain at school. If live lice are found the parent/guardian will be asked to take the student back home and continue treatment. If a student is found to have only nits they may remain at school and should wear long hair up in a bun, braid or ponytail. Parent/guardian must continue to using a nit comb regularly at home until nits are gone.

E. Planned Educational Leave

Parents are strongly encouraged NOT to take their children out of school unless it is an emergency or an extraordinary learning experience. Evergreen students are actively engaged in learning experiences that are not easily replicated outside the classroom or at home. For example, we don't have packets of worksheets or textbooks for make-up work. Excessive absences put the child at risk of falling behind in school. They also disrupt the student's involvement and engagement in the learning expeditions.

- **Planned Educational Leave absences are intended to be used for trips that are primarily educational and are extraordinary learning opportunities.**
- **Educational Leave is not intended to be used to excuse a child for a family vacation, reunion, or recreational trip.**
- **Educational Leave is strongly discouraged during the first month of school since classroom norms, expectations and routines are being developed at that time.**
- **Educational Leave will not be granted during the first 5 days of school.**
- **Educational Leave will not be granted for students in grades 3rd through 8th during the last 10 days of school since this is the window for end-of-grade testing.**

Students are allowed up to five excused, planned educational absences during the course of the school year. While these are excused absences, parents need to be aware of the total number of absences that their child has accumulated. If absences exceed 10% of the school year at the time of the requested leave or will put the total absences over 15, the Planned Educational Leave will not be approved.

The steps for requesting a Planned Educational Leave are as follows:

- At least two weeks in advance of the date of the trip, turn in the Pre-Planned Absence Form to the teacher. They are available in the office.

- It must be filled out with the dates and destination of the trip. Include a brief description of the nature of your trip that includes the itinerary and educational activities taking place.
- Return the form to the teacher and together, develop a plan for independent study during the absence, in lieu of missed work, that includes how the learning will be shared. After the plan has been developed, sign the form and attach the plan.
- The teacher will forward it to the associate director for approval.
- When the student returns from the trip, the work should be handed in to the teacher **within 1 week**. When it has been determined to be complete and of high quality, the teacher will inform the Associate Director for the absences to be excused.

The following guidelines should be considered when requesting a Planned Educational Leave.

- Students and parents are responsible for talking with their teachers and getting their work (or the guidelines for an approved special project) prior to leaving.
- Teachers are not responsible for giving students tutoring due to days missed with a planned absence; if needed, students and parents are responsible for obtaining a tutor on their own.
- Tests, major projects, research papers, and quizzes given during the student's absence must be turned in prior to leaving for the trip or made up by the fifth day after a student returns. Failure to make up the tests and quizzes will result in a lower assessment.
- Students may be required to make up their work either during break time or after school if no other time is available during the day.

Remember that any planned educational leave beyond the five allowed will be unexcused.

F. Make-Up Work

The students will be expected to make up all required assignments. Students are allowed one day of make-up time for each day missed that does not exceed five days total. The teacher has the option to reduce the number of missed assignments if the student's assessments and work habits are satisfactory. All tests and culminating projects must be made up. If a test or project is assigned before a one- or two-day absence, the test should be taken or the project turned in on the day the student returns to school. Make up work for students on educational leave will be determined by their teacher.

G. Extra-Curricular Activity Attendance Policies

If a student is absent, including absences due to out of school suspension, s/he may not participate in any extracurricular activities, dances, games, or practices on the day(s) of absence. Exceptions to this will be considered if requests are approved prior to the day of the activity by the associate director or if the student misses only one hour of school due to a doctor/dentist appointment (with a doctor's note). Students who leave school due to illness may not return to school or participate in an extracurricular activity/game/practice or EverAfter scheduled for the day.

H. Attendance Requirements for Promotion

Any child with 15 or more total absences (excused or unexcused) may be retained in his/her current grade level and/or required to attend summer school. A team comprised of the classroom teachers, the associate director, the executive director, and in some cases the Exceptional Children Program coordinator or teacher will make recommendation to the executive director and the executive director will make the final decision regarding promotion.

I. Signing Students In and Out

Students may not leave the campus at any time during the regular school day unless they are signed out from the office. Parents should sign students out and back in. Appointments should be made when they create the least amount of conflict with the student's academic responsibilities. Parents are asked to refrain from requesting that their student be released from school for other reasons. If unusual circumstances arise, please contact one of the associate directors.

Note: Students arriving after 11:30 a.m. or leaving before 11:30 a.m. will be marked absent for the day.

XIII. HEALTH & SAFETY

A. Security and Safety Plan

Student and staff safety is our first concern at Evergreen. Supervision of students is a primary responsibility of our faculty, and we ask that parents support our efforts to establish and implement safety guidelines. Safety will not be sacrificed in the interests of time and money. Please report all unsafe conditions immediately to the receptionist, business manager or facilities manager.

We have developed a Safety Plan to address all types of emergencies and urgent situations. Parents may ask to see a copy of the policy from the office, a teacher or administrator.

In conjunction with these safety goals, we will enforce our security measures during the school day. All exterior doors, except the main office entrance will be locked at 8:30 and remain that way until dismissal time. Exterior doors leading directly into classrooms will be locked and closed unless teachers are present and monitoring the entrances. Exterior doors should never be propped open during the school day, and we ask that parents enter the building through the main office doors. All parent visitors, chaperones and volunteers will be asked to sign in and wear a Visitor, Chaperone or Volunteer Badge to identify themselves.

If you are in the building and forgot to take a visitor or volunteer badge or it is not visible you will be asked to return to the office to get one or show teachers and/or staff the badge.

The main office doors will be open between the hours of 8:00 am and 4:00 pm. If parents are meeting with a teacher or staff person after 4:00 pm, the teacher or staff person will need to let the parent in.

Pick-Up/dismissal time is very busy in the office and hallways. To ensure student safety we ask that parents picking up students adhere to the following:

- Parents are required to have their placard at pick-up. This includes afternoon pick-up from the car line, double doors, or classroom.
- If you would like to pick-up via walk up, you must have your placard.
 - You can either pick-up from outside the double doors or go to classrooms **through the main office** once the door is open at 2:50 pm.
- If you forget your placard and would like to pick up, you must show your ID at the front desk and be confirmed by the receptionist for pick-up.
- K-2 parents may go to classrooms at 2:50 pm. Any earlier than that takes away from instructional time and is a safety concern due to fire marshal regulations.

B. Student Safety

1. General

Evergreen embraces the hands-on, experiential learning philosophy. Students will be engaged in frequent physical activity, such as field experiences involving data collection and exploration, active play on the field and in surrounding areas, sports and adventure activities, and more. They may be exposed at any time to current weather conditions, such as extreme heat or cold and rain. They should be prepared (water bottles and sunscreen, for example) and dressed accordingly (jackets, hats, and sturdy shoes). During the course of these normal activities for our school, accidents may occur.

Supervision of students when they are on campus or when they are participating in a school-related field trip is provided by our faculty, many of whom are trained in basic first-aid techniques and CPR. In addition, teachers are able to communicate through the use of walkie-talkies and/or cell phones on/off campus so that they can consult with each other and the office in the event of emergency.

Our goal is to provide immediate and appropriate care for the student by:

- Preventing further harm to the student or other students (which may include moving the student).
- Providing comfort care and urgent care in situations involving breathing or bleeding.
- Referring immediately to the parent and/or medical professionals.

When an accident happens at school which results in serious injury, the school staff will use Emergency Contact Information to contact parents or the person(s) they have designated. If needed, we will call 911 while we are still trying to reach a parent. We will make every attempt to call parents as soon as possible to involve them in the decision-making process, unless time and urgency are issues. If the injury is minor,

the classroom teacher will exercise his/her judgment in making a decision to call the parent. In most cases, parents will be alerted so they will have the option of viewing the injury themselves. Our staff will complete an accident report to keep on file for insurance purposes.

This is how families can assist the school in ensuring your child's safety and wellbeing:

- Make sure that the office has your current contact information as well as additional emergency contacts. Please make sure to let your contacts know that you have done this, because it is imperative that we are able to reach a responsible adult at all times when a student is involved in school activities.
- Please notify your child's teachers AND the office if any contact numbers change throughout the year.

2. Student Safety during Family Social Events and After School

Evergreen Community Charter School staff is not responsible for supervising students during social events (potluck dinners, etc.) or after the school day has ended. *No children will be allowed on the playground after school hours without appropriate adult supervision.* The EverAfter program will be using the play areas from 3:00-6:00 PM, and other authorized groups may be renting our facilities after regular school hours. Our students will have access to many of the after-school programs on campus, but should not be using the play facilities or other parts of campus unless they are officially enrolled in these programs and supervised carefully. The staff of these programs will only be responsible for students who are participating in in their program.

3. Bicycling, Skateboarding & Rollerblading

Some teachers allow students to engage in bicycling, skateboarding and rollerblading during supervised play periods during the day. Students who participate in these activities must have a signed parental permission slip and must wear a helmet and complete gear.

No bikes, skateboards or skates are allowed in the gym!

C. Parking Lot Safety

We expect the transportation of students—including drop-off, pick-up, and parking—will continue to present challenges this school year, especially during the first few weeks, but we can all make a difference by working with one another and being patient.

Your Orientation Packet includes a piece of cardstock with your child's name on it. These cards need to be placed on your automobile's visor. You will need to **turn your visors down** when you enter the school's driveway during pick-up so our traffic crew can easily read these cards. Remember, that with our staggered pick-up times, all children riding in your carpool will be dismissed with the oldest rider. The entire time during pick-up, all children will be supervised for safety. When all of your carpool riders are safely in your vehicle, we ask you to **turn your visors back up** so that the traffic crew will know that you are ready. Please help us by following these guidelines.

CAMPUS-WIDE SPEED LIMIT IS 5 MPH OR LESS: This appears *really* slow, but it is essential for safety in such a tight space. Staff members will speak with you if your car is moving any faster than this.

CAMPUS TRAFFIC FLOWS ONLY ONE WAY: Come up the driveway, bear right at the fork, continue to bear right and circle around towards the gym, then out down the hill. **If traffic is stopped on the hill, DO NOT drive up the hill past the cross walk in the exit lane.**

STOP SIGN ON BELL ROAD: Be a good neighbor and stay safe by obeying the stop sign. Come to a complete stop at the bottom of the driveway before pulling out onto Bell Road. Incoming traffic on Bell Road must leave the lane open for local outgoing traffic coming down the hill past Evergreen's driveway.

LOOPING LOT AND BALLPARK LOT USE: On Mondays and when there is a noon release traffic is very heavy. Parents may park in the Ballpark lot (directly next to the ballpark) to pick up middle school students or to park and walk up to school to pick up a student in person. The Looping Lot is across from the ballpark (the very first right after turning from New Haw Creek Road onto Bell Road). If a staff member is standing at the looping lot entrance holding up an EVERGREEN sign, it means there is no space in the driveway. You may continue to the ballpark lot (next left turn) or else you must turn into the looping lot and go to the end of the line of traffic in front of you. Another staff person will guide you. Cars will be released from the looping lot on a first come, first served basis as space in the driveway permits. A staff person will tell you if there is space. If you go to the ballpark lot and then decide to drive up to school, you must go to the looping lot first. If cars are being held in the looping lot, you may not go directly from the ballpark to the school driveway.

Swim Club Lot: Do not park in the swim club lot for any reason, even if the gate is open. This is private property and East Asheville Recreation Club is kind enough to let us use that lot for walking and, on occasion, for staff only parking. Middle school students with permission to walk to the ballpark must be picked up in the ballpark lot. Please respect EARC's property and do not park in or block their drive.

Bell Road Parking: At no time is parking on Bell Road adjacent to school property permitted. Parents may not park along Bell Road and walk to school to pick up a student.

Good neighbors: Please come into school from New Haw Creek Road on to Bell Road. Do not drop students off in the neighborhood to walk through the woods to school.

CELL PHONE USE DURING DROP-OFF AND PICK-UP PUTS CHILDREN AT RISK: **Please do not use phones while in the traffic line** as they will distract you from the extreme vigilance needed while operating a vehicle with children walking around the lot.

AM Drop-off: **Children should exit the car from the passenger side. Parents should remain in their cars.** The traffic line should pull all the way forward to the bus parking spots. Please do NOT stop in front of any other area of the school—this will cause traffic congestion and it is not safe. If you need to park, please go through the parking line and then turn left to park in available spaces that are not in the traffic line. **In order for children to get to class on time (by 8:30) and to alleviate last-minute traffic**

congestion, please drop students off by 8:15. The elementary doors are closed and locked at 8:29 and students arriving after that time must enter through the office and will be considered tardy.

CROSSWALKS: Parents, please **use the crosswalks at all times**. During morning and afternoon traffic, wait until an adult on traffic duty gives you a signal to cross at both crosswalks. Do not dart across when you see a gap in the traffic, as this slows traffic. When picking students up from EverAfter, please use crosswalks and sidewalks.

PM Pick-up: Children will wait in the building or an outside designated area until their name is called. Staff members will usher cars into two lanes, stopping just past the gym entrance. A staff member will be stationed at the stopping point – please pull all the way forward. In the interest of the health of our staff, students, and environment, please turn off your engine while you wait. Your children will be sent to the pick-up area and **once all the children are safely in cars**, drivers will be directed to exit the parking lot. We will not begin to dismiss children from classes until the exact times shown above, so we suggest that you plan to arrive no more than five minutes before dismissal time. Otherwise, you will get tangled in the line of traffic for an earlier pick-up.

PARKING: Parents wishing to park and come in at the end of the day should arrive prior to dismissal. Parking in the driveway below the message sign is prohibited. This driveway is our only entrance for emergency vehicles. Please respect our accessible parking spaces (3 spaces by the kindergarten classrooms) and only use the spaces if you or one of your passengers is in need of special accessibility to the buildings.

Please DO NOT park in the spaces on either side of the crosswalk. Those spaces have cones placed in them so are easily identifiable. This allows for pedestrians to cross safely.

Traffic Cones: Cones are placed to help direct traffic at drop off and pickup times. Please do not go over, through, or around cones.

Pickup and drop off can be a stressful time. Staff is there to guide you. Please following their directions. Thank you so much for helping us keep your children safe and make our traffic flow more efficiently!

D. Visitors on Campus

For safety reasons, all exterior doors, except the office, will be locked by 8:30 a.m. and remain locked throughout the school day unless a teacher or staff member is monitoring the door.

Evergreen encourages visiting family members and members of the community who are interested in learning more about and supporting our program. Solicitors/vendors should visit by prior appointment. Alumni are welcome to visit the campus, with prior approval from teachers, during lunch or at times when the students are generally out of class. All visitors must report to the office to sign in and receive a visitor's pass that must be worn while on campus. Visitors are expected to abide by Evergreen policies during their visit on campus (e.g. that we are a smoke- and alcohol-free campus).

Students from other schools may visit if:

- Their parents have requested the visit and the students are considering enrollment in Evergreen. These students must have an adult accompany them at all times.
- They are bringing or picking up family members.
- Parents of an Evergreen student have requested that another student visit and this is approved by the administration.

Students from other schools must abide by Evergreen's dress code and behavioral expectations. Students of Evergreen are responsible for informing their non-Evergreen friends of this policy.

E. Medications at School

Under no circumstance should any student K-8 have any medication (prescription or OTC/non-prescription, including but not limited to throat lozenges containing medicine, tinctures, homeopathic remedies, etc.) on their person, in their book bag or in their lunch bag. All medications must come through the Student Services office to be accounted for throughout the school year.

Prescription Medications: If a doctor orders medication to be given during the school day, office personnel will administer it, as directed. If school personnel administer medications, it will be under the following conditions:

- **Medication Request Form/Medication Log** signed by a physician with specific directions for administration must be submitted to the school office. These forms are available in the office and on the school's website.
- The bottle/container with the pharmacist's label designating the patient's name, instructions, and name of drug and name of physician must be submitted to the Director of Student Services. If this person is unavailable, please give it to the Receptionist.
- Parents/Guardians of Middle School Students (6-8) can request permission for student to self-carry emergency medications (Epi-Pens, Inhalers) by completing a form with the physician. This form is available in the office and on the school's website. Any misuse of this privilege, student will not be allowed to self-carry for the remainder of the school year.

Medication is kept in the office except for emergency medications (i.e. epipens, inhalers) which are kept in the red emergency bag that follows the child for all indoor and outdoor activity.

Non-Prescription Medications:

Elementary School (K-5th grade): Office personnel may administer non-prescription medicine to students in elementary school if the **Medication Request Form/Medication Log** has been filled out and signed by the **physician** and the parent/guardian. A record is kept of all children receiving medication.

Middle School (6th-8th grade): Students in middle school may take **non-prescription** medications provided parents have completed/signed the **Medication Request Form/Medication Log**. Medications, both prescription and non-prescription, must be brought to the office by the parent in the original, labeled container with the student's name and date, along with written, signed instructions from the parent. The main office will store the medication appropriately and administer it according to the indicated dosage and schedule.

F. Diabetes, Asthma, Life Threatening Allergies & Concussions

The school will work with parents/guardians to develop a **Diabetes Care Plan**, an **Asthma Care Plan**, an **Allergy Action Plan**, and/or **Concussion Plan** for all children with diabetes and/or asthma and/or life threatening allergies, and/or concussions. Please make sure that the director of student services is aware of your child's medical needs so that we can respond appropriately. If you suspect your child needs a 504 accommodation plan to meet her/his medical or educational needs or if you would like to make a referral for 504 eligibility, contact the 504 Coordinator at 298-2173 ext. 1236.

G. Meningococcal Disease

Please click [here](#) to read important information about meningococcal disease, spread, prevention, symptoms, and vaccine.

H. Stopping the Spread of Germs

Students, parents/guardians, and staff should adhere to the following procedures recommended by the US Department of Health and Human Services:

Cover Your Cough

- Cover your mouth and nose with a tissue when you cough or sneeze OR
- Cough or sneeze into your upper sleeve, not your hands.
- Put your used tissue in the wastebasket.

Clean Your Hands after coughing or sneezing.

- Wash hands with soap and warm water for 20 seconds OR
- Clean with alcohol-based hand cleaner.

I. Nutrition and Lunch

At Evergreen, we are committed to promoting healthful eating. Good food benefits your student's health and positively influences the students' energy while at school. We ask you to reinforce an appreciation of good nutrition with your student through your choice of snack and lunch and to follow any classroom or grade food restrictions due to allergies or medical conditions (for example- nut or peanut free classrooms or grade levels). We ask that foods that are primarily sugar-based items with little nutritional value (cakes, candy, cookies, and soda) be minimized or excluded from individual or class consumption. (Note: Absolutely no gum is allowed in the gym!) We also ask that students not consume caffeinated beverages at Evergreen.

Contact the director of student services and your student's teacher with concerns or notification about special diets or food allergies of your child about emergency medical plans and instructions for food allergies.

When providing food/beverage for the class, ask the teachers about special diets and food restrictions due to allergies. Please plan to share healthy treats for birthdays and holiday parties. All food that is brought into school to be shared, must have a list of all ingredients. Please refer to Evergreen's Food Allergy Policy.

Send a snack, packed lunch, and a beverage with your student every day. Students should bring and maintain a filled water bottle while at school. Because we are unable to provide refrigeration in every class and students do not have access to microwaves (for safety reasons), we ask parents to be creative in coming up with alternative ways to cool and keep food warm (thermoses, ice packs, etc.).

We are committed to ensuring that all students are nourished with healthy foods. Through community partnerships and a crew of volunteers, we ensure that no students go hungry regardless of family income or hurried mornings.

We Offer:

- **Supplied Breakfasts, Snacks, and/or Brown Bag Lunches:** All students who qualify for Free and Reduced Price Lunch (FRPL) with the federal guidelines will be provided a free brown bag lunch if needed. If students who don't qualify for FRPL need a lunch, we will provide one for a nominal fee. We keep a stock of breakfast, snack, and lunch items for all children, at all times and can accommodate dietary restrictions and allergies.
- **Lunch Sales:** As a convenience to parents who would like a break from packing lunch, the partnerships with local vendors and grade level projects provide lunches to purchase one to four days per week. All proceeds support students' end-of-year trips.
- **After-School Snack:** Students attending EverAfter are provided with a free snack to re-energize them in the afternoons.

As part of our commitment to environmental education, we have a school-wide waste reduction initiative, with the option to compost and recycle many materials. Our school goal is to have waste-free lunches, pack food in reusable containers, instead of plastic bags.

1. Food Allergy Precautions

Several students at Evergreen have life-threatening allergies to peanuts, tree nuts, and other foods. We require the help and cooperation of parents and other students to keep all students as safe as possible. Some classes may have allergy safe tables or spaces. In some instances, a classroom will be designated as nut-free; in other instances, the entire grade will be designated as nut-free. Parents with children in these classes/grades will be notified at the beginning of the school year and reminded throughout the year that they may not include food containing life-threatening allergens such as, peanuts or tree nuts in their child's lunches or snacks (including overnight trip meals and snacks). Additionally, in the designated

classes/grades, food containing life-threatening allergens may not be brought in for special celebrations such as birthdays, potlucks or holidays and may not be used in classroom projects that involve food. Parents and students can learn more about food allergies and food product labeling by visiting <http://snacksafely.com>. This site also provides a snack guide with suggested foods for allergy classrooms. However, please do not rely solely on snack lists from any source, as allergen information for any product may change without notice. Use the list as a guide, but continue to read labels before purchase to assure the items are still allergen-free. The snack guide can be found at <http://snacksafely.com/snackguide>.

2. Allergy Policy

Evergreen employees regularly responsible for teaching or supervising students will annually receive risk reduction training and life threatening allergy emergency training by a licensed emergency trainer.

Responsibilities

The parent/legal guardian will provide medical documentation from the child's physician, identifying the life threatening allergy, reaction to the allergen stated, and emergency care directions in the event of exposure (emergency plan). The school will develop a 504 plan with parent/guardian consent that includes risk reduction (education), response to emergencies, and training of emergency medication administration. In the absence of a 504 plan, the school will take reasonable steps to reduce the risk of allergen exposure and follow the emergency plan including information from the physician and the parents/guardians. If the parents/guardians refuse specific risk reduction procedures for the classroom, then the parents/guardians will sign a liability release.

Procedures for Life Threatening Allergies

- Medical documentation of identified life threatening allergy will be provided by the parent and physician.
- The school, when parent consent is given, will identify 504 Classification as stated under Section 504 of the Rehabilitation Act of 1973.
- School and Parent(s)/guardian(s) will develop a 504 for the student.
- Life threatening allergy training will include risk reduction, identification and management of life threatening allergic reactions. Substitute teachers and contracted after school instructors will be provided with student specific risk reduction plans, emergency action plans, the location of emergency medications and names of employees with allergy training.
- A written parental consent from the parent, when appropriate, will be obtained to release medical information to other personnel that includes: name of person who is subject, name of agency who is releasing the information, name of person requesting the information, kind of information to be shared "summary", signature of subject or parent, date release is signed, statement that release can be revoked at any time by subject or parent, an expiration date for termination of release, statement that the signer has a right to a copy of the release.
- The Student Services Director and The 504 Coordinator will limit disclosure of confidential health information within the school to information necessary to benefit the students' health or education.
- School staff will receive annual education regarding the life threatening allergen, risk reduction, and reaction along with emergency management in the event of exposure.

- A classroom risk reduction plan will be included in a 504 plan and implemented to reduce the risk of accidental exposure to the allergen. This includes but is not limited to notification of classroom parents of the need to restrict particular foods that contain the food allergen being brought into the classroom, risk reduction classroom routines such as frequent hand washing, and modifications to food related classroom activities. Evergreen will work with parents/guardians and medical professionals to decide on a case by case basis whether to declare an allergen -free class or grade level or to set up an allergy safe zone in the classroom. When parents do not give consent to develop a 504 plan, the school will form a team including the teacher and an administrator to determine the risk reduction classroom routines appropriate for the safety of the child with an allergy.
- The school will post appropriate signage indicating that certain classrooms or areas are designated to be allergen free.
- When securing a substitute teacher for an allergen free classroom or grade level, the teacher or associate director shall inform the substitute of the classroom/grade level restrictions and best practices.
- Field Trips and Overnight Trips
 - Student specific medical information concerning a life threatening allergy will be given to all adults attending the field trip. Activities that assist in allergen risk reduction will be implemented on the field trip.
 - Before field work and overnight trips the school will:
 - Identify all students who have life-threatening allergies.
 - Assign students with life-threatening allergies to travel with their parents/guardians or a trained staff member.
 - Strategically plan all menus to avoid life threatening allergens as needed.
 - Designate staff who will know where the medication is kept.
 - Send written information to parents regarding life threatening allergens and food restrictions.
 - Identify closest area for cell phone coverage.
 - Examine best options for effective communication technology.
 - Have written directions to nearest cell phone coverage and emergency services that are equipped to treat anaphylactic reactions.
 - Identify a designated emergency driver(s) and vehicle(s) per student with a life threatening allergy.
 - Identify teacher(s) to accompany driver and student.
 - Have phone numbers (numbers of emergency contacts and parents of the student).
 - Pack Epi-pens for students with known allergies.
 - Prohibit food from being eaten on buses.
- Best Practices for allergy and food safety will be practiced in the school:
 - No daily shared snack in classes. Students will bring their own snacks.
 - Wash hands using soap and water after eating products that contain life threatening allergens.
 - Clean tables after food is prepared or eaten on them.
 - For class or grade level potlucks, birthday parties, food sales, and projects that require food all food will be labeled with ingredients so teachers (or students if old enough) can know

what items should not be eaten by students on gluten-free diets, with specific food allergies etc. (Allergen-free classes and grades will not allow life threatening allergens in party foods.)

- School-wide potlucks, parties, food sales, and projects will strive to be free of life threatening allergens. Ingredients will be listed for all foods.
- Parents of children needing specific allergen free foods will be asked to keep a supply of allergen safe food in the classroom to be given to their child when unplanned treats are brought to the class.
- The school community, including students, families and staff will be educated on allergy safety and procedures throughout the school year. Continual education and reminders will be provided at beginning of school year orientations and school wide functions/events. Written communication as needed will be provided in monthly school wide publications, weekly classroom communications, and school/classroom websites. The teachers will always remind parents/guardians of allergy risk reduction for the classroom and/or grade level before parties, field work and overnight trips. The school website will have links to allergy safety information and sources to find allergy free snacks/food.
- All shared food brought to the school (for consumption or for activities/projects) shall be labeled with ingredients.

3. Lunch Procedures

Students will eat in their classrooms, outside, or in the lunchroom. Students eating in the lunchroom will be assigned clean-up on a rotating basis throughout the school year. Students are expected to eat in a polite manner, talk quietly, and clean their own area when lunch is over. If a student forgets their lunch, they should inform their teacher and may either call a parent or be provided a healthy lunch from the office.

J. Reporting Child Abuse & Neglect

Any school employee or volunteer who knows or has cause to suspect child abuse or neglect is *legally required* to report the case to Department of Health and Human Services (DHHS). “Abuse” is defined as “actions which cause risk or harm to a child,” while “neglect” is defined as “failure to act which results in risk or harm.” These include:

- Inflicting injury or allowing injury to be inflicted;
- Exposing child – or allowing exposure – to an environment that places child at risk of harm other than by accidental means. (This could include parental alcohol abuse, illegal drug use known/witnessed to child, parental drug manufacture or distribution, prenatal drug or alcohol exposure affecting child, witnessing domestic violence, unstable living arrangements, or unsafe driving);
- Using inappropriate devices or procedures to discipline child;
- Committing, permitting or encouraging any type of sexual abuse. This includes exposure to pornography, or allowing statutory-related sexual relationships;
- Creating or allowing serious emotional damage;
- Not providing care;

- Not providing necessary medical or remedial care;
- Abandoning the child;
- Using inappropriate devices or procedures to modify behavior; or
- Encouraging, directing or approving of delinquent acts involving moral turpitude.

(NC Child Abuse Laws, Code 7B-101; NC Juvenile Code – Child Abuse Reporting Law, 115C-400)

K. Counseling & Behavior Support

Our counselors assist students in addressing barriers to learning and academic success by advocating and cooperating with teachers in the development of needed supports, as well as individually helping students strengthen study, organizational, and self-management skills. The counselors can also help students and their families with referrals to community agencies and services if needed. Counseling, advocacy, and education are seen as collaborations with parents, and the counselors make efforts to maintain regular communication and partnership with students’ families through, class websites, Parent Education sessions, and ongoing conversations regarding student challenges.

Our middle school counselor is available to help 5th-8th grade students navigate through life events, changes and challenges, by providing individual and group counseling, mediation, peer mediation and crisis response by student request or referral from teachers, administrators, or parents. In addition to providing individual services as needed, the middle school counselor is present in the daily lives of all middle schoolers to offer support, guidance, and education. Prevention-based lessons on life skills as well as social, emotional, and mental health are taught by the counselor through a trimester-long “Teen Scene” class. Examples of class topics include stress management, communication and conflict resolution skills, substance abuse education, understanding the adolescent brain, decision-making, and respect for diversity.

Our elementary Behavior Support Counselor is available to help students in grades K-4th who are experiencing behavioral or emotional challenges that interrupt emotional wellness, self-management, and self-regulation skills growth, and thus create barriers to learning and academic success in the school setting. Behavior support services include: individual and small group counseling, on-call crisis response, in-classroom support and skills practice, parent coaching and support, and referrals to community agencies and services when needed. Students in need of behavior support must first be referred to the Behavior Support Counselor by a teacher or administrator to assess eligibility and determine level of service needed.

All counseling services provided by the school guidance counselors are free of charge and confidential in accordance with state and national ethical and legal guidelines. The counseling website includes additional details on confidentiality and its limits.

XIV. SCHOOL TECHNOLOGY

All school technology is offered within the context of a "closed forum" under the First Amendment unless otherwise clearly stated below.

A. Acceptable Use Policy for School and Personal Network Devices

I. Responsible use:

Responsible use of network access relies on the understanding and proper conduct of the end users who must adhere to strict guidelines. Procedures are provided so that users are aware of their responsibilities in accessing the network in compliance with ethical, legal, and educational guidelines. Network accounts will be terminated for users who violate any of these provisions and future access may be denied. Signatures on the “Network Acceptable Use Policy Agreement” indicate the parties have read the terms and conditions and understand their significance.

II. Network use goals:

- To communicate more effectively using technology.
- To support the implementation of Evergreen’s curriculum for increased student achievement.
- To enhance learning opportunities by focusing on the application of skills information retrieval, searching strategies, research skills, and critical thinking.
- To promote life-long learning skills.
- To provide worldwide electronic mail for staff and students.

III. Access includes:

- Information, news, and resources from businesses, libraries, education institutions, government agencies, research institutions, and a variety of other sources approved by school administrators.
- Telecommunications with individuals and groups in other locations.
- Acquisition and use of public domain and shareware software.
- Electronic mail for staff and students.

IV. Acceptable uses include but are not limited to:

- The use of a Network account must be in support of education, Evergreen’s curriculum, and/or research and must be consistent with Evergreen’s educational objectives.
- Use of any other organization’s network or computing resources must comply with the rules appropriate for our network.

V. Unacceptable uses include but are not limited to:

- Transmission of any material in violation of any U.S. or state regulations is prohibited.
- Violating copyright laws.
- Distributing protected material.
- Students photographing/videotaping others on Evergreen’s campus except as approved by instructor or administrator.
- Students posting any photography/videography to internet or any social media website except as approved by instructor or administrator. Employees posting any photography/videography to internet or any social media website except as approved by administrator.
- Using offensive or harassing statements or language including disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious, or political beliefs.

- Accessing, sending or soliciting objectionable content including but not limited to obscene or pornographic content or content that is harmful to minors.
- Using for product advertisement or commercial purposes.
- Using for political lobbying or campaign purposes.
- Operating a business for personal gain, sending chain letters, or soliciting money for any reason.
- Sending unsolicited commercial e-mails.
- Hacking, or attempting to gain access by false pretenses to computers, files, or resources for any reason.
- Intentionally uploading or downloading files or programs that knowingly contain computer viruses.
- Circumventing or attempting to circumvent or bypass content filters or network firewalls.
- Playing games or using applications that are not specifically approved by an instructor or administrator.
- Downloading or transmitting excessive amounts of data (e.g., full feature-length movies, files and attachments in excess of 100MB, large music collections and / or photo albums, streaming media, software installation packages and games).
- Tampering with equipment, adjusting or disabling hardware or system settings.
- Storing or transmitting illicit materials.
- Storing or transmitting proprietary information belonging to another entity or individual.

VI. *Personal Devices:*

Evergreen Community Charter School (the School) grants access to the Evergreen Guest Wireless Network (the Network) for staff, students, board members, vendors, parents, and other Evergreen constituents (End Users) via personal devices. Personal devices are those devices which are not owned or maintained by the School. Personal devices may include, but are not limited to, laptops, smart phones, tablet PCs, and other forms of technology which allow end users to access remote content and / or services via the Internet. The School reserves the right to revoke this privilege to any users who fail to abide by the policies and procedures outlined below.

This policy is intended to protect the security and integrity of the School's data and technology infrastructure. Limited exceptions to the policy may occur due to variations in devices and platforms.

End Users must agree to the terms and conditions set forth in this policy in order to be able to connect their devices to the Network.

a. Acceptable uses of personal network devices include but are not limited to:

- Device camera and / or video capabilities should be disabled while on-site, unless the said functions are being utilized for official School functions or business and is authorized by an Evergreen staff member.
- School staff may utilize the Network to conduct personal business within reason, within the constraints of this Acceptable Use Policy, and not during working hours.

- End Users may only connect personal devices to the Guest Wireless network – access to the Wired or Internal Wireless Networks via any device not owned / maintained by the School is strictly prohibited without exception.
- Devices must not have any network services or functions enabled beyond those which are required for the device to connect to the network. Such services include, but are not limited to:
 - Web, DNS and proxy servers
 - DHCP and DHCP v6 servers
 - Internet Connection Sharing
 - Instant Messaging, ICP, or SIP servers
 - Game or other content servers
- Devices should be reasonably up-to-date with security patches and Anti-Virus software

b. Devices and support:

- End Users are solely responsible for the network configuration of their personal device
- The School's IT staff will provide limited support for connectivity issues with personal devices which will be constrained to:
 - Infrastructure outages
 - Verifying basic network presence and signal strength
 - Assessing / verifying device compatibility with the infrastructure devices

NOTE: The School IT Staff will provide best effort Network coverage and support only.

c. Risks, liabilities, disclaimers:

- The owner of the device is responsible for the security of the device, and will not hold the School liable if it is damaged or stolen
- End Users shall assume full liability for any risks including, but not limited to:
 - Partial or complete loss of personal data
 - Software errors or bugs
 - Hardware failures
 - Viruses and other malware
 - Theft of the device
 - Damage to the device – either accidental or intentional
- The School IT Staff reserves the right to disconnect any personal device from the Network without notification
- The School IT Staff, Administrators, and Instructors reserve the right to inspect any personal network device for the purpose of ensuring network stability and compliance with applicable network policies
- Users must have a signed and approved Acceptable Use Policy on file in the central office

VII. Network Etiquette:

Users are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, the following:

- Be polite. Don't be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Email communications between staff and students should be done using @evergreencs.org email accounts.
- Do not reveal personal information such as social security number, credit card number, your personal address, or phone numbers for yourself, students, or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that would disrupt the use of the network by other users.
- All communication and information accessible via the network should be assumed to be private property.

VIII. Privileges:

The use of the network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. School administrators will deem what is inappropriate use and their decision is final. The administration, faculty, and staff may request to deny, revoke, or suspend specific user accounts. A school administrator may close an account at any time as required.

IX. Disclaimer

Evergreen is aware that there is information on the internet that is not related to the educational program. Evergreen is also aware that there is information and opportunities to communicate on subjects that are not suitable for school-age children and that many parents would find objectionable. Evergreen will take reasonable precautions to prevent students from having access to inappropriate materials, such as violence, nudity, obscenity or graphic language, which does not serve a legitimate pedagogical concern. Evergreen will not limit access to the network for the purpose of restricting access to political ideas or social perspectives if the action is simply due to disapproval of the ideas involved. However, the user is ultimately responsible for his/her activity on the network. Evergreen will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the network is at the user's risk. Evergreen specifically denies any responsibility for the accuracy or quality of information obtained through its services.

X. Security

If a user can identify a security problem on the network, that person should notify the network administrator and not demonstrate the problem to other users. No user is allowed to use another individual's account. Attempts to log-on to network resources, including external internet resources, as a system administrator may result in cancellation of network privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to network resources.

XI. User Agreement

A user may access Evergreen’s network resources, only after returning to the network administrator, typically through a teacher or the office, a completed “Network Acceptable Use Policy Agreement” that includes a user’s signature and a signature by a parent or guardian. This form is effective as long as your child attends Evergreen. This will signify your agreement to adhere to this “Network Acceptable Use Policy Agreement”, and follow any additional guidelines defined by Evergreen.

XV. OTHER IMPORTANT INFORMATION

A. Financial Assistance

The school has a limited amount of financial assistance that we can offer families who need help paying for Before School, EverAfter, fieldwork, and/or supply fees. Assistance covers a portion of the fees and is based on financial need. Each year those in need of financial assistance must complete a financial assistance request form (obtained in the office) and submit it as soon as possible in order to be considered. The forms will be available by July 1 each year. Forms will not be accepted after the beginning of winter break unless a family has a material, unforeseen change in their financial situation. Evergreen cannot guarantee any funds will be available at any time during the year.

B. Textbook and Library Book Policy

Any books issued to students are the property of Evergreen. Students who either lose or damage an Evergreen-issued book will be expected to replace the book at full price. The cost of the missing book will be added to the student account. If the book is found and returned, the charge will be removed. Students are not allowed to check out books from the library until they have returned or replaced the missing book.

C. Pets on Campus

Pets are welcome on school campus when appropriate safety measures (for pets and people) are followed. Dogs need to be leashed or contained (e.g. in car or crate) when on campus, inside or outside. Aggressive pets are not permitted on campus. We use all of our campus and our trail systems. Pet owners must pick up after their pet everywhere on campus or on our trails and such waste must be disposed of properly. Pet owners assume all liability for their pets while on campus.

APPENDIX A: NC Child Passenger Safety Law - G.S. 20-137.1

Child restraint systems required.

(a) Every driver who is transporting one or more passengers of less than 16 years of age shall have all such passengers properly secured in a child passenger restraint system or seat belt which meets federal standards applicable at the time of its manufacture.

(a1) A child less than eight years of age and less than 80 pounds in weight shall be properly secured in a weight-appropriate child passenger restraint system. In vehicles equipped with an active passenger-side front air bag, if the vehicle has a rear seat, a child less than five years of age and less than 40 pounds in weight shall be properly secured in a rear seat, unless the child restraint system is designed for use with air bags. If no seating position equipped with a lap and shoulder belt to properly secure the weight-appropriate child passenger restraint system is available, a child less than eight years of age and between 40 and 80 pounds may be restrained by a properly fitted lap belt only.

(b) The provisions of this section shall not apply: (i) to ambulances or other emergency vehicles; (ii) if all seating positions equipped with child passenger restraint systems or seat belts are occupied; or (iii) to vehicles which are not required by federal law or regulation to be equipped with seat belts.

(c) Any driver found responsible for a violation of this section may be punished by a penalty not to exceed twenty-five dollars (\$25.00), even when more than one child less than 16 years of age was not properly secured in a restraint system. No driver charged under this section for failure to have a child under eight years of age properly secured in a restraint system shall be convicted if he produces at the time of his trial proof satisfactory to the court that he has subsequently acquired an approved child passenger restraint system for a vehicle in which the child is normally transported.

(d) A violation of this section shall have all of the following consequences:

(1) Two drivers license points shall be assessed pursuant to G.S. 20-16.

(2) No insurance points shall be assessed.

(3) The violation shall not constitute negligence per se or contributory negligence per se.

(4) The violation shall not be evidence of negligence or contributory negligence. (1981, c. 804, ss. 1, 4, 5; 1985, c. 218; 1993 (Reg. Sess., 1994), c. 748, s. 1; 1999-183, ss. 6, 7; 2000-117, s. 1; 2004-191, ss. 1, 2; 2007-6, s. 1.)

Please visit <http://www.buckleupnc.org/choosing-using/> for additional safety tips and information regarding how to choose and use booster seats

Visit <http://www.buckleupnc.org/occupant-restraint-laws/child-passenger-safety-law-summary/> for a summary of the child passenger restraining law.

SafetyBeltSafe U.S.A. has developed a simple "5-Step Test" to see if a child is big enough to ride in a lap and shoulder belt combination:

1. Does the child sit all the way back against the auto seat?
2. Do the child's knees bend comfortably at the edge of the auto seat?
3. Does the belt cross the shoulder between the neck and arm?
4. Is the lap belt as low as possible, touching the thighs?
5. Can the child stay seated like this for the whole trip?

If the answer is "no" to any of these questions, your child needs a booster seat to ride safely in the car.

APPENDIX B: Student Records

Permanent Record

The permanent record will include following information:

| ADMINISTRATIVE | EDUCATIONAL |
|-----------------------------------|---|
| Full name | Attendance |
| Gender (identified at birth) | Standardized test scores |
| Ethnic information | Progress report |
| Date of birth | Withdrawal and reentry |
| Names of parent(s) or guardian(s) | Records of courses and activities |
| Student ID number | Graduation data |
| Health record | Significant correspondence with parents |
| Address | Educational and vocational records |
| Emergency information | Transfer and follow-up records |
| | Suspension and expulsion reports |
| | Disciplinary hearings |

Location/Custodian

The primary source of access to most records is the school where the student is enrolled. At Evergreen, the Executive Director is the authorized custodian for records. Records pertaining to disciplinary hearings and suspensions are maintained in the office. When a student transfers from Evergreen to another school, a copy of the record will follow the student and the record of the following data will remain on file permanently:

- Student's name, identifying information, and birthplace and date
- Dates of attendance
- Names and address of the school to which the student transferred or date of graduation
- Date of record transfer
- Record of grades or progress
- Record of the transfer

Exceptional Children's records will be stored separately. Records maintained, along with locations and authorized custodians, will be on file at 50 Bell Road in a locked file, in the office of the Exceptional Children's Program Coordinator.

Destruction

Parents will receive notice that records no longer needed for educational purposes may be destroyed. The schedule for record destruction at Evergreen is as follows:

- Five years from the time the student exits the school.
- Exceptional Children Program records - five years after student is eligible for services (age 26)
- By parental request on Exceptional Children Program records when the declassified/exited student is still enrolled in school.

Upon request, a copy will be made available to the parent. The record may be destroyed at the request of the parent; however, certain directory information will be maintained. Exceptional Children Program records of service may be needed for social security or other purposes.

Student Records: Family Educational Rights and Privacy Act (FERPA)

We will receive records from the school that your child last attended and will accumulate and maintain certain information concerning students' education. The Family Educational Rights and Privacy Act ("FERPA"), a federal law, gives parents and students over eighteen (18) years of age ("Authorized Parties") certain rights with respect to the student's educational records. These rights are:

- The right to inspect and review a student's education records within forty-five (45) days of the day the school receives a request for access. A written request should be submitted to the school Student Services Director that identifies the record(s) the Authorized Parties wish to inspect. The Student Services Director will make arrangements for access and notify the Authorized Parties of the time and place where the records may be inspected. The record will be made available only in the presence of the Director or designee. The record may not be removed from the school building in which it is located without the written permission of the President of the Board of Directors, Evergreen, Inc.
- The right to request an amendment of a student's education records that are suspected to be inaccurate or misleading. Authorized Parties should write the school Student Services Director, clearly identifying the part(s) of the record(s) that are inaccurate or misleading. If the school decides not to amend the record as requested, the school will notify the Authorized Parties of the decision and advise the Authorized Parties of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided upon notification of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in a student's education records. FERPA requires that the school obtain written consent from Authorized Parties prior to the disclosure of any such information with certain exceptions. For a complete list of the disclosures that elementary and secondary schools may make without parental consent, see 34 CFR Part 99.37.

- The school may release “directory information” about a student unless an Authorized Party has advised the school to the contrary. Evergreen Community Charter School has designated the following information as directory information:

| | |
|----------------------------|--|
| Student’s Name | Degrees, Honors, and Awards Received |
| Address | Dates of Attendance |
| Parents’ Telephone Listing | Parents’ Electronic Mail Address |
| Photograph | Participation in Officially Recognized Activities and Sports |
| Grade Level | Most Recent Educational Agency or Institution Attended |
| | Enrollment Status |

- The primary purpose of directory information is to allow the school to include this type of information from student’s education records in certain school publications. Examples of such publications include:
 - A playbill showing a student’s role in a drama production;
 - The annual yearbook;
 - Honor Roll or other recognition lists;
 - Graduation programs; or
- Directory information may also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks, or school photographing companies providing school pictures of students.
- If an Authorized Party does not want the school to disclose some or all of the directory information described above from a student’s education records to all or certain recipients without prior written consent, the school must be notified in writing within fourteen (14) days of a student being enrolled in the school. An “opt out” form will be made available during annual registration with the Student Services office. An “opt-out” is perpetual and can only be rescinded in writing.
- Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures of the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Student Records: Health Insurance Portability and Accountability Act (“HIPAA”)

In some cases, Protected Health Information (“PHI”) may be collected by Evergreen Community Charter School (the School) for various purposes. PHI is information that may identify a person and that relates to that person’s past, present, or future physical or mental health or condition, the provision of health care products and services to that person, or payment for such services.

As a school, Evergreen has limited contact with PHI - but there are certain circumstances where such contact occurs. In these special cases, the School will not disclose this information to any third parties or unauthorized individuals without prior consent from the person (or persons) who are the legal guardians of that information.

There are limited exceptions to this however, and those exceptions include (but are not necessarily limited to) the following:

- Business Associates. The School may contract with third parties to perform certain services for us, such as a contracted health coordinator. These third party service providers, referred to as business associates, may need to access PHI to perform services for the School. They are required by contract and law to protect PHI and only use and disclose PHI as necessary to perform their services to the School.
- To Communicate with Individuals Involved in the Care of a Student. The School may disclose to designated family members, emergency contacts, or other person identified on our enrollment forms PHI that is relevant to a given situation as required in the absence of the primary point of contact.
- Public Health. The School may disclose PHI to public health or legal authorities charged with preventing or controlling disease, injury, or disability, including the Food and Drug Administration (“FDA”).
- Law Enforcement. The School may disclose PHI for law enforcement purposes as required or permitted by law.
- As Required by Law. The School will disclose PHI when required to do so by federal, state, or local law.
- Notification. The School may use or disclose PHI to notify or assist in notifying a family member, guardian, or another authorized person responsible for the care of a student, regarding location and general condition.
- To Avert a Serious Threat to Health or Safety. PHI may be used and disclosed when necessary to prevent a serious threat to the health and safety of the student or other persons occupying the school.
- Victims of Abuse or Neglect. PHI may be disclosed to a government authority if we reasonably believe a student is a victim of abuse or neglect. The School will only disclose this type of information to the extent required by law, or if the disclosure is allowed by law and the School believes it is necessary to prevent serious harm to the student.

Evergreen Community Charter School will obtain written authorization from authorized guardians of PHI when such PHI must be shared with constituents falling outside of the scope outlined above.

Parents and authorized guardians have the right to request additional restrictions on the School’s use or disclosure of student or family PHI by sending a written request to the Student Services Director. There

are certain circumstances where Evergreen Community Charter School may legally be permitted to share this information regardless of such notification. Circumstances could include, but are not limited to, disclosure to Law Enforcement Agencies, government entities, a subpoena from a federal, state, or local court, or other similar scenarios.

Parents and authorized guardians also have the right to inspect, obtain a copy of, or request an amendment to any PHI on file with Evergreen Community Charter School.

Parents and authorized guardians have the right to request communication of PHI by alternative means or alternative locations. For instance, a request may be made that the School contact an authorized guardian via e-mail or other electronic means. Please note that communications via electronic means may not be secure and there could be a risk that PHI in e-mail may be intercepted and read by, or disclosed to, unauthorized third parties. Evergreen Community Charter School will strive to accommodate all reasonable requests in regard to delivery or transference of PHI.

Student Records: Compliant Statement

Evergreen Community Charter School (ECCS) is committed to and has implemented many safeguards to ensure its devices, services, websites and data systems (collectively “Products”) are compliant with the regulations and conditions set forth in the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). ECCS maintains Business Associate Agreements (BAA) with any third party services providers utilized by ECCS for the transfer or storage of student records or Personal Health Information (PHI).

ECCS is committed to continuous improvement to ensure its Products incorporate state-of-the-art information technology privacy and security measures. ECCS is committed to keeping all PHI that is entrusted to the School private and secure. Policies and procedures have been instituted to ensure this data is kept confidential, including, but not limited to, the following:

- Administrative Safeguards
 - Security is a top priority for ECCS, therefore, access to student data is strictly enforced. All employees are required to sign a confidentiality agreement as a condition of their employment. Additionally, ECCS has initiated formal practices to assign appropriate personnel access to data, and actions are in place to govern the improper movement and handling of that data.
- Physical Safeguards
 - ECCS and its data center are physically secure. Access to the building and offices are all independently controlled. This prevents walk-up intrusion, especially after hours. The entire ECCS network infrastructure data center is in a secured and locked facility with Internet service provided by the North Carolina Research and Education Network (NCREN) provider. NCREN is a top tier service provider who services all North Carolina Public Schools, Libraries, and Government Offices. The ECCS node on this network is segmented from any other customer or provider. E-mail and Intranet services are provided by Google’s G Suite for Education. G Suite for Education is both FERPA and HIPAA

compliant and ECCS has a signed BAA with Google, Inc. to ensure the highest level of data protection.

- Technical Safeguards
 - To further protect sensitive data, ECCS enforces software architecture that includes user identifications, various database audit logging, data integrity systems, verified backups, entity authentication programs, digital certificates, and increasing measures to provide better data integrity and encryption.

ECCS is committed to keeping all PHI and sensitive information secure and to keeping our systems and procedures up to date and in compliance with all related regulations.

APPENDIX C: Important Information and Annual Public Notices

Evergreen Responsibilities

Excerpts from our contract with the State of North Carolina:

Compliance with other laws---- "The School Evergreen Community Charter School, Inc. shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, disabilities, civil rights, environment, children with special needs, transportation, and student records. The School shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the Charter School except as may otherwise be provided by law or separate contract. Neither the State Board nor the local school board is required to monitor the Charter School for compliance with applicable laws and regulations. The Charter School is required to notify parents, students and staff of the school of the provisions of this paragraph." The Board of Directors of Evergreen Community Charter School, Inc. is responsible for the operations of this school, compliance with laws and provisions of the Charter, and ensuring the financial solvency of the Charter School.

The Charter School agrees to and shall comply with Article 27 of Chapter 115C of the General Statutes. The Charter School shall comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20.U.S.C. sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. sec. 706(8). The Charter School shall comply with NC Gen. Stat. 115C-391, state, and federal due process requirements, and other applicable laws governing student discipline. If the Charter School suspends a student with special needs, it will provide any continuing educational services to the student mandated by federal or state law or regulation. Students suspended from the Charter School are not entitled to admission to the Buncombe County Schools for the duration of their suspension.

The Charter School shall notify its parents of their rights under the Family Educational and Privacy Act and shall maintain the confidentiality of student education records. (See Annual Public Notice.)

Pursuant to the statutes of the United States and the State of North Carolina, Evergreen Community Charter School, Inc. annually makes available public notice of the policies and procedures used by the Charter School concerning educational records maintained by this school. This is a general public notice of the rights of parents, legal guardians, and eligible students. Further detail is contained in the Policies of the Evergreen Community Charter School, Inc. available for review at the school's office at 50 Bell Road, Asheville, NC 28805.

Parents may request information regarding the professional qualifications of their teachers. Requests should be made in writing to the Associate Director who supervises the teacher.

Every Student Succeeds Act

The [Every Student Succeeds Act](#) (ESSA) was signed by President Obama on December 10, 2015 and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), our national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. ESSA responds to NCLB's challenges with the clear goal of fully preparing all students for success in college and careers.

Asbestos Notification

Evergreen is required to develop an asbestos management plan for the school. Included in the management plan is a description of steps taken to inform workers and building occupants, or their legal guardians, about inspections, re-inspections, response actions, and post-response action activities, including re-inspections and periodic surveillance activities that are planned or in progress [Section 763.93(e) (10)]. Additionally, Evergreen is required to notify in writing parent, teacher, and employee organizations of the availability of the management plan when the plan is submitted to the Governor (State designee) and at least once every school year [Section 763.93(g)(4)].

- A copy of Evergreen's state-approved management plan is on file in the main office and may be viewed by the public upon request.
- ACM (Asbestos Containing Material) has been found in the building and is located in areas where the material could be disturbed. This material was tested in 2003 and found to have levels below established safety parameters. The condition of the ACM is good, and the response action which is appropriate for that condition is to manage the ACM in place. Asbestos only presents a health hazard when fibers become airborne and are inhaled. The mere presence of ACM does not represent a health hazard.

- ACM is found in the glue under the floor tiles in the elementary wing Do not disturb ACM (e.g., do not remove floor tiles).
- Report any evidence of disturbance or damage to ACM to Bob Oakes, Facilities Manager, and LEA Designee/Asbestos Program Manager.
- Report any dust or debris that might come from the ACM or suspect ACM, any change in the condition of the ACM, or any improper action (relative to ACM) of building personnel to Bob Oakes, Facilities Manager, and LEA Designee/Asbestos Program Manager.
- Cleaning and maintenance personnel are taking special precautions during their work to properly clean up any asbestos debris and to guard against disturbing ACM.
- All ACM is inspected periodically and additional measures will be taken if needed to protect the health of building occupants.

PPRA Notice and Consent/Opt-out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires Evergreen to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Evergreen will provide parents with notification of such activities within a reasonable period of time prior to the administration of surveys and activities and provide parents with the opportunity to opt their child out, as well as the opportunity to review the surveys.

Educational Rights of Students Experiencing Homelessness

Congress reauthorized in January of 2002 the McKinney-Vento Homeless Assistance Act, originally passed in 1987 to help people experiencing homelessness. This federal law includes the Education of Homeless Children and Youth Program that entitles children who are homeless to a free, appropriate public education and requires schools to remove barriers to their enrollment, attendance, and success in school. the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living in emergency or transitional shelters; or
 - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
 - Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Every LEA must designate a homeless education liaison/coordinator to assist families and school personnel in ensuring that students who are homeless can enroll and succeed in school. If your child is homeless, please contact the school’s McKinney-Vento liaison (Director of Student Services) for an explanation of his/her educational rights. You may also find information on the following web sites:

- National Center for Homeless Education at SERVE, www.serve.org/nche/
- National Association for the Education of Homeless Children and Youth, www.naehcy.org/
- National Law Center on Homelessness and Poverty, www.nichp.org/
- Overview of the McKinney-Vento Homeless Assistance Act, www.cfda.gov/static/p84196.htm
- National Coalition for the Homeless, www.nationalhomeless.org

Parents in North Carolina may also contact:

Lisa Phillips, State Coordinator for Homeless Education

National Center for Homeless Education

SERVE Center at UNCG

336.315.7491 or 1.800.755.3277

Website: <http://www.serve.org/hepnc/>

Helpline: 800.308.2145

Educational Rights of Students with Disabilities (Child Find)

Evergreen Community Charter School follows all state and federal regulations governing locating, identifying, and evaluating children with disabilities.

Evergreen will assist in:

- Locating and identifying children with disabilities who are in need of special education services and related services. This effort also includes highly mobile children with disabilities (such as migrant and homeless children) and children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade.
- Informing parents and/or guardians of the Child Find Process and the services available from Evergreen Community Charter School, local school systems and other state and community agencies. The EC Coordinator will assist with communication between home, school, and community services.

NC Department of Public Instruction Child Find Posters are posted at the main office entry and the Elementary hall entry and brochures are available in the main office.

For more information, contact: Kathy Norris, EC and 504 Coordinator, 828-298-2173 ext 1236

Citizenship Education and the Pledge of Allegiance

In 2006, the NC General Assembly passed a law requiring all public and charter schools to teach students about the meaning and the historical origins of the flag and the Pledge of Allegiance, to make flags visible throughout the school, and to offer opportunities for students to say the Pledge daily.

Evergreen Community Charter School will comply with Senate Bill 700 through the following:

- encourage the display of N.C. and U.S. flags in the hallways and classrooms of the school;
- provide opportunities for students to say the Pledge of Allegiance daily;
- provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance;
- provide age-appropriate instruction related to other cultures and countries, including symbols and flags, and encourage respect for all people.

Procedure: At the end of daily morning announcements (that begin at 8:31), students will be invited into the hallway to say the Pledge of Allegiance. Students will lead the pledge in each of the three hallways where flags are located. Students will be allowed to opt in or out of the Pledge, as desired and requested by parents, and students will be encouraged to respect individual choices of classmates.