East Voyager Academy of Charlotte
Student and Parent Handbook

2026-2027

7429 Tuckaseegee Road
Charlotte, North Carolina 28214
Office Hours 7:30 am – 4:00 pm A.S.P.I.R.E. 3:30 pm - 5:30 pm
Main Number – (704) 412-6988

.

Administration & Support Staff	Board of Directors
Mrs. Renee Mathews - Principal rmathews@eastvoyager.org Mrs. Heather Escalante - Office and Payroll Manager hescalante@eastvoyager.org Mrs. Xuesong Jin Orona - Director of Mandarin Instruction xjin@eastvoyager.org Mrs. Amanda Dykes- Coordinator of Accountability and Instruction, Middle School ELA Instructor amandadykes@eastvoyager.org Ms. Erica Martinez - Front Desk Marketing and Communication ericamartinez@eastvoyager.org Mrs. Ana Mejia- Book Keeper and Federal Grants Facilitator anamejia@eastvoyager.org Ms. Yesenia Escalante - Registrar and Testing Coordinator yescalante@eastvoyager.org Mrs. Kesly Estrella- Student Activities keslyestrella@eastvoyager.org Mr. Benjamin Abbott - Technology Coordinator benjaminabbott@eastvoyager.org	Mr. Shaday Agosto-Vázquez - Chairman sagostovazquez@eastvoyager.org Mrs. Sue Tyte - Vice Chairman suetyte@eastvoyager.org Ms. Si Blake - Treasurer siblake@eastvoyager.org Mr. Victor Hiraldo - Secretary victorhiraldo@eastvoyager.org Mr. Jianguo Liu - Trustee jianguoliu@eastvoyager.org Ms. Zhenjie (Jenny) Tang - Trustee jennytang@eastvoyager.org Dr. Yujia Wu- Trustee yujiawu@eastvoyager.org

Dear Parents and Students,

Welcome to East Voyager Academy. Founded in 2018, EVA is a tuition free public charter school with a dual language instructional focus on K-8 Chinese language immersion and offering Spanish to middle school students. The chart below shows that language immersion is just the beginning of what makes East Voyager Academy a great choice for your students.

Bilingual Proficiency	Strong Academics	Intercultural Competence
• Mandarin immersion with at least 50% of content taught in Mandarin • No prior Mandarin background required to enter • A research-based proven model • Proficiency-based Chinese instruction	• Curriculum allowing instruction above grade level • Departmentalized and team teaching structure • High school credits for middle school students • Blending the best of west and east teaching practices • Low student-to-teacher ratio	• Cross-culture related classes and extra curriculum • International sister school • Pen pal programs • USA and China University Partnerships • Chinese culture related school events

The mission of the East Voyager Academy is to graduate its students with English-Chinese bilingual proficiency, strong academics, and intercultural competence.

The administrative team maintains an open-door policy realizing that strong partnerships with parents will benefit the children we serve. We emphasize our PAWS values and "stand and deliver" engaged learning. As our students advance in their grades and studies we expect them to become more independent and to serve as role models for younger students. Everyday we recite in English and in Mandarin our core values to be kind, work hard and act smart. All students and parents are expected to embrace our mission and educational goals so that students become either bi-lingual or tri-lingual as they learn English, Mandarin and/or Spanish. We have a school culture focused on accelerated learning in reading and math while acquiring Mandarin language and cultural understanding. We have lots of fun, but we are serious about our studies! Through teamwork and collaboration, at EVA we grow leaders for tomorrow. Here we grow!

Sincerely,

Mrs. R. Mathews, Principal

East Voyager Academy does not discriminate on the basis of age, race, creed, color, disability, spousal affiliation, sex, national origin, sexual orientation, religion, pregnancy, service to the armed forces, or status with regard to admission to, treatment in, or employment in its programs and activities as required by Title II of ADA, Title VI, Title IX and Section 504, or any other protected characteristic, as may be required by law. Non-discrimination inquiries regarding students should be addressed to the Principal. Non-discrimination inquiries regarding employees and adults should also be directed to the Principal. She can be contacted at 7429 Tuckaseegee Road, Charlotte, NC 28214, (704) 412-6988. East Voyager Academy does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or NC law in its programs or activities.

PANDA PAW VALUES

The Panda Paw Values sets the core expectations for our school culture.
We expect all staff and students to abide by these values.

Core Values	In Action
Be Kind	- Encourage Others - Be kind - Practice good manners - Be trustworthy
Work Hard	- Do your best - Do your homework and study - Ask for help when you need it - Use your time wisely
Act Smart	- Respect personal space and property - Use peaceful language - Follow safety rules - Focus on solutions

ACADEMIC RECOGNITION

At the end of each nine-week grading period, grades are reviewed to determine qualification for the "A" and "A/B" honor rolls. Students who qualify for the "A" or Principal's honor roll must maintain a minimum average of 90 in each subject in which he/she is enrolled. Students who qualify for the "A/B" honor roll must maintain a minimum average of 80 in each subject in which he/she is enrolled. For the annual honor roll recognition, students must remain on the honor roll every grading period. An Annual Awards Day is held in May to celebrate numerous recognitions from throughout the school year. Students of the Month are recognized each month with certificates, pictures and small rewards.

ALCOHOL AND DRUG USE

Possession, sale, distribution, use, in any amount, of alcohol, 'vape' or e-cigarette, marijuana, hallucinogenic drugs or any other controlled substance is prohibited. No student will possess, market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance. Students in violation of this policy will face severe disciplinary action up to and including school removal.

ANNOUNCEMENTS

General student announcements will be made at 7:55 each morning via Google Classroom. Parent information will be shared via class newsletters on ClassDojo, announcements on Facebook, Wednesday Communication Folders (folders must be returned on Thursday to homeroom teachers, and Infinite Campus Texts/Email.

ARRIVAL AND DEPARTURE TIMES

Morning - Morning drop-off carline begins at 7:15 a.m. This time is when the building is open and appropriate supervision is provided. Morning car line ends at 7:45 a.m.. When the parent MUST sign the student in, we request that parents park and walk students into the building after 7:45 a.m.. Students are counted as tardy at 8:00 a.m..

*Free breakfast will be available for students from **7:15 - 7:30 a.m. only.** Bus riders registered for the Breakfast Program will eat breakfast when the school bus arrives at EVA. **If you want your child to participate in the breakfast program you must ensure that your child will arrive before 7:30. They must also be registered for the breakfast program.**

Afternoon - Dismissal begins at 3:05 and ends at 3:25. Students will remain in their classroom until called to the car line or to clubs. Students attending ASPIRE after school will remain in classrooms until called for ASPIRE.

ASSESSMENTS

Our goal is for all tests and exams to be positive learning experiences. We use formative and summative assessments. Formative assessments inform teachers of the students current mastery and provide valuable feedback for future instruction. Summative assessments provide a sum of what students have learned over a specific time period. Test dates will be communicated via the weekly newsletter from the teachers and school wide test dates are posted on the public calendar.

Formative assessments include teacher generated tests and i-Ready Reading and Math and writing prompts.

Teachers may give tests at their discretion to determine student progress. Results of the K-8 i-Ready Reading and Math and 5th and 8th Science formative assessments are provided to parents. Summative assessments include the Assessment of Performance toward Proficiency in Languages (AAPPL), language proficiency examination for students enrolled for five years or more, NC EOG assessments and other state mandated assessments. These tests are used to measure student success at meeting established school or state standards.

ATTENDANCE REGULATIONS

School policy and state laws are clear about school attendance. Regular attendance is necessary if a student is to make satisfactory progress. Therefore, students are expected to attend school regularly. A written excuse for each absence should be presented to the front office within three (3) school days. Absence forms are available at the front office and on eastvoyager.org/parent-resources. Absences from school are categorized as either lawful or unlawful. A note from a parent or guardian, physician, legal office, dentist or other recognized medical professional is required for each absence. **The note should include the date, reason for excusal (or complete Absence Form), the student's full name, the parent's full name, the date(s) of absence(s), the phone number of the parent/guardian and the required signature.** The importance of punctual and regular attendance for every student cannot be overemphasized. Any student who is absent more than ten (10) days, lawfully or unlawfully, will have each absence reviewed. All absences over ten (10) lawful absences must be classified as an unlawful absence with the only exception being medical or legal documentation. A student may be retained at the current grade level if the attendance requirements are not met or the student exceeds 10 unlawful absences in a year. Family obligations requiring three or more consecutive absences will be reviewed by the school administration and may qualify as an administratively excused absence. This type of absence must be approved one week prior to the absence. **After 10 unexcused (unlawful) absences in a school year, school officials are required to notify social services in the county where the student resides.**

ATTENDANCE REGULATIONS / OFF CAMPUS

All appropriate attendance requirements apply to off-campus students as well as on-campus students. Off-campus students are expected to sign-in and attend their scheduled classes / course each time they are offered and/or complete assignments posted in the Google Classroom or provided by the teachers when an e-Learning day is announced by the school. Our goal is for all our students to progress in their academic achievement. On e-Learning days due to inclement weather or as announced by the school, students who miss a class due to technological problems will be given the opportunity to complete their work and will be counted as present when the completed work is turned in in accordance with the required due date established by the teacher.

BOARD OF TRUSTEES

East Voyager Academy is led by a seven-person Board of Trustees. The Board is responsible for establishing the vision and direction of the school. In order to fulfill their duties, the Board meets at least 10 times per year. During their meetings generally held monthly during the academic year, there is an opportunity to provide public comments to the Board. The time, location and agendas of the monthly East Voyager Academy Board meetings are posted on the front doors of the school and on the school's website under “Our Team”, “Board of Trustees” and on the school’s Public Calendar on the website.

BULLYING

East Voyager Academy prohibits any acts of harassment, intimidation or bullying of a student by students, staff and third parties which interferes with or disrupts a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment, whether such acts occur in a classroom, on school premises, at a school sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student. For purposes of this policy, harassment, intimidation, or bullying is defined as a gesture, a written, verbal, physical or sexual act, or electronic communication, to include cyberbullying, which is the use of cell phones, instant messaging, email, chat rooms or social networking sites such as Facebook, telephone group chats, and Instagram that is reasonably perceived to have the effect of either of the following.

● Harming the student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage.

● Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who believes that he/she has been subjected to harassment, intimidation or bullying in violation of this policy is encouraged to file a complaint with school administration. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the Principal. Reports by students or employees may be made anonymously, although disciplinary action will not be taken against any person solely on the basis of an anonymous report.

The school prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The school prohibits any person from falsely accusing another of harassment, intimidation or bullying.

The administration expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school. Any student who is found to have engaged in the prohibited actions outlined in this policy will be subject to disciplinary action. Any employee who violates this policy will be subject to disciplinary action. The school may also refer any individual who has violated this policy to law enforcement. Our expectation is that students and staff live up to our PAWS Core Values **- Be Kind. Work Hard. Act Smart.**

CAFETERIA INFORMATION

Students can bring their own lunch, or parents may purchase lunch from our in school lunch program by using our Parent Payment Portal. Students may also bring breakfast to eat during the early morning drop-off. Students are expected to keep the cafeteria neat and clean, safe for all individuals. Teachers can not heat food for students due to the time required and their supervision duties. Students should bring hot lunch in a microwavable safe dish. Students 1st grade and above may use the microwaves available in the cafeteria. Lunch time will not be extended for microwave use. Use of a good thermos for warm foods is highly recommended. **Students may NOT share food.**

*Emergency Lunches are available for purchase by using our Parent Payment Portal but must be paid before a lunch is distributed

OUTSIDE FOOD ITEMS

Treats sent to school for recognition of birthdays or for class parties must be sealed in the original commercial container. No home baked goods are allowed. Students may NOT share food brought from home in their lunch boxes or multi packs opened by the student. No sharing of food is permitted except when pre-arranged by the classroom teacher and distributed by the classroom teacher. Students in grades K-2 will have a snack break during the day. Parents will be notified of the time of the break schedule and the parent should send a healthy snack item daily marked with the word **SNACK**.

NOTIFY THE SCHOOL REGISTRAR IN WRITING OF ALL ALLERGIES. If a student requires medication or Epinephrine Pen, these items ***must*** be checked in with our Office Manager.

CHANGES IN STUDENT INFORMATION

The school offices must have a current address and telephone number at all times. Please notify the front Office Receptionist or the Registrar immediately when changing address, guardianship telephone number or place of employment occurs. The school telephone number is (704) 412-6988.

CHEATING

Cheating is not acceptable behavior and will not be tolerated. Each teacher will explain their classroom procedure concerning cheating. If a teacher confirms a case of cheating or plagiarism, appropriate disciplinary action will be taken to include suspension.

CHILD ABUSE

Any teacher, nurse, counselor, or other school professional acting in an official capacity who has reason to

believe a child under age 18 has been subjected to or adversely affected by physical, mental, emotional or educational abuse/neglect must make a report to the County Department of Social Services and/or appropriate law enforcement agency in accordance with North Carolina law. The parent will not be notified if a mandatory report is made by a staff member.

COMMUNICATION

Communication between students, parents, and school staff is crucial to the success of students. Parents are strongly encouraged to check Class Dojo, Facebook, the Wednesday Communication Folder and emails regularly for school news and updates. To best address your specific classroom concerns, please contact your child's teacher before contacting the school administration as the teacher will have the most information regarding your concern. Parent conferences are welcomed and encouraged. If you would like to meet with your child's teacher(s), please contact them to set up a time and date to talk. We encourage our teachers to meet with parents as a teaching team so parents can get input from multiple sources and classes.

Teachers are asked to respond to email from parents or students within 24 hours whenever possible. Should you have an emergency, please call the school. Teachers are expected to meet with parents in conferences as needed. Conferences need to be scheduled with the teacher in advance. Teachers can not meet with parents during arrival and departure times or for drop in meetings or during their regular scheduled instructional times. When parents receive a voice mail, Class Dojo message or email from a school staff member, the parent is responsible for replying in a timely manner. Two times annually, schoolwide Parent Teacher Conferences are scheduled and posted on our public school calendar at www.eastvoyager.org .

CONDUCT STANDARDS

We are aware that students are easily influenced by what they see and hear in the world. However, the climate and culture at East Voyager Academy will be one of respect where students are valued and honored. Student clothing, actions and work should promote respect for all ages, races, sexes, religions and cultural diversity. Student work, written or verbal communications or attire cannot contain profanity, inappropriate slang, or expressions glorifying, depicting or promoting racism, alcohol, violence, drugs or tobacco products.

CONSEQUENCES FOR STUDENT BEHAVIOR

Students are expected to have proper behavior at all times. The administration will treat all students as individuals while ensuring all students are treated fairly. Students who demonstrate improper behavior may be assigned any of the following consequences: administrative conference, parent conference, temporary removal from class, detention, in-school suspension and/or possible out of school suspension. Serious offenses or continued misbehavior may require a referral for school removal.

CURRICULUM AND INSTRUCTION

EVA recognizes the whole-school language immersion model as the most efficient platform for children to achieve bilingual or trilingual proficiency. We firmly believe that allowing children the opportunity to learn a second or third language while they are young not only produces stronger students academically, but also teaches them the value of their global citizenship.

EVA strives to serve families across the Charlotte region who desire the rich experience offered through a culture and language immersion education. Our education plan is a whole school Mandarin Dual Language Immersion model, English Language Arts Instruction, English as a Second Language academic support and Spanish as an option for Middle School. Unlike the traditional method of teaching a second non-native language, the basis of an immersion program requires the target language, which is Mandarin at EVA, to be taught through content rather than as a foreign language. In elementary school, certain subjects, such as mathematics and science, are specifically taught in the targeted language. Students gain a working knowledge of Mandarin as they are studying subject content. This is the same natural process that occurred as they learned their native language. In the Mandarin Language Arts classes, limited or no spoken English (depending on the grade and proficiency

level) will be allowed as students are immersed in the targeted language.

Research data has shown that a well-designed whole school language immersion model not only offers the most efficient platform for children to achieve bilingual or tri-lingual proficiency, but also produces better academic results from its students than traditional one language programs. A second language stimulates different parts of the brain such that students gain additional cognitive benefits. Research shows that after learning a second language, learning additional languages is easier. EVA takes advantage of this fact by aiming for rigorous academic standards. Moreover, rich cultural content will be naturally integrated into our program as students learn the new language

Please review the detailed Curriculum Hub and Student Landing Page (see the Academics Menu) at www.eastvoyager.org.

DISCIPLINE RESPONSE MATRIX

The framework below provides a guide for students, parents, teachers, staff members and the Direct Support Team on how we generally address discipline concerns. This framework is not meant to be inclusive. There may be actions or events that occur outside of those addressed below. The Principal and Direct Support Team will always gather factual information and use their best judgment to determine the appropriate disciplinary action(s) to take.

We believe in making sure students understand our behavioral expectations and reinforcing/rewarding positive behaviors. Our goal is for every student to behave properly in school so that they and their classmates have the very best opportunity to learn and grow. However, students who do not demonstrate appropriate behavior will be subject to progressive discipline.

Infraction Category	Type of Infraction	Possible Teacher Actions for Offenses	Possible Direct Support Team Actions for Offenses
Level 1	● Refusal to complete class work ● Refusal to keep hands, feet, and objects to oneself (minor) ● Dishonesty ● Blurting out in class ● Refusing to follow directions and procedures ● Sleeping in class ● Dress code violation (first offense) ● Toys or unauthorized distracting items (nonviolent) ● Any other minor behavior that disrupts the classroom /school environment	● Behavior intervention referral ● Warning (non-public) ● Silent lunch, loss of privilege or rewards, etc. ● Call / notify parent ● Behavior Reflection Work Packet ● Suspension of technology privileges ● For a dress code violation, the student may be required to remain in the front office until a parent provides a change in attire ***See Dress Code policy***	● Generally, level 1 offenses are not reported to the Direct Support Team unless they become Chronic ● **See Dress Code policy

Level 2	● Refusal to keep hands, feet, and objects to oneself (hurt another person) ● Disrespect/Defiant Behavior ● Profanity ● Using hurtful or unkind words toward another student ● Attempting to leave school or assigned classroom without permission ● Public display of affection ● Cheating ● Inappropriate language or gestures ● Inappropriate use of technology - Accessing other student accounts/information, accessing personal digital accounts ● Dress code violation (multiple offenses) ● Any other behavior that significantly disrupts the classroom school environment	● Any of the above Level 1 teacher actions ● Send to partner teacher's room with work to complete ● Discipline referral ● For level 2 disciplinary action related to technology, computer privileges will be revoked for at least 1 week	● Speak with the student ● Speak with parents ● Timeout in the office ● Reflection on Be Kind. Work Hard. Act Smart. ● Place in another classroom for a designated period ● Referral for Behavior Intervention
Level 3	● Repeated Level 1 or Level 2 offenses ● Fighting ● Bullying ● Sexual Harassment ● Stealing ● Deliberate damage to school property ● Leaving school property /unauthorized area ● Accessing Pornographic or Violent material on school premises	● Separate student(s) to ensure safety ● Notify Direct Support Team ● Discipline Referral	● 3 to 5 Days Out-of-School Suspension OR ● Recommendation for school removal (up to 10 days suspension) ● Notify law enforcement or outside agency as may be required ● Student Behavior Contract
Level 4	● Repeated Level 1-3 offenses ● Weapon on campus or any object used as a weapon to cause serious harm ● Drugs or facsimile drugs on campus ● Physical aggression toward staff ● Physical aggression toward student (serious) ● Sexual assault / inappropriate sexual behavior	● Immediately notify the Direct Support Team ● Discipline Referral	● Out-of-School Suspension up to 10 days AND ● Recommendation for school removal ● Notify Law Enforcement or other agency

Note: Off-campus students are subject to the same discipline guidelines as on-campus students.

Ongoing behavioral issues:

A school removal hearing will be convened when the number of out-of-school suspensions for Level 1 to 3 infractions equals or surpasses seven days.

The hearing will include the students core teachers, MTSS interventionist and/or registrar, and a member(s) of the Direct Support Team. The hearing will determine the best course of action for addressing the students' inability to meet behavioral expectations which may include school removal.

The parents will be required to attend a follow-up meeting to discuss the results of the intervention meeting and determine how best to support their child.

Should a student receive an out of school suspension after the Phase 1 intervention meeting the Principal will

meet with the parent(s) to discuss the student's future at East Voyager Academy. The Principal/Principal designee will indicate that any future behavior referrals may result in recommendation for more serious discipline including recommendation for school removal.

Should the student have subsequent behavior issues after the parent meeting, the Principal will strongly consider recommending school removal from East Voyager Academy

Serious Incident / Action:

Should a student commit a level 3 offense, the Principal with input from members of the Direct Support Team will strongly consider recommending school removal from East Voyager Academy. Level 4 offenses will result in a school removal.

DIRECTORY INFORMATION

According to school policy, directory information regarding students will be handled in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) as amended. Parents are provided the opportunity to indicate permission for directory or other school media publication.

DELIVERY OF ITEMS TO STUDENTS

Due to allergies and interruptions to instruction, we are unable to deliver flowers, balloons, etc. to students at school. Requests to deliver routine items such as lunches (no DoorDash or delivery from third parties), musical instruments, homework, projects, and messages will be honored. Students will pick up such items on their way to lunch, or if after lunch will be called to pick up the item at dismissal.

DRESS CODE

Clothing should not be so extreme or inappropriate to the school setting as to disrupt the educational process. Therefore, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive will not be permitted. Clothing or accessories (IE. book bags, jewelry, hats, etc.) that display alcohol, tobacco or other drug symbols are not permitted. **Wireless/Bluetooth headsets, earbuds, Air Pods, and use of cellular phones are not allowed during school hours. Students should not bring these items to school.** (Note: Students always have access to a school telephone to contact parents if an emergency situation or need should arise.) Skirts, dresses and shorts will be no shorter than fingertip length, or 3 inches above the knee. Special dress or costumes may be worn during the school day for special occasions when approved by the Principal. **Hats, hoods, head scarves, and bandannas are not permitted inside the school building.** Students are required to wear close-toed shoes with socks. **Slide, flip-flops, or other open shoes are not permitted.** Parents of students violating the dress code will be called to bring appropriate clothing to the school so the student can return to class.

Face masks are optional unless health related issues require other action which will be announced in writing by the school board or administration.

EARLY DISMISSALS

Students are expected to attend each class, each day of the school year, except for medical and family emergencies. In case of an emergency or an unusual need to leave campus before the end of the school day, an early dismissal for a student may be requested by the parent/guardian. For middle school attendance, classes missed due to an early dismissal are counted as class absences. Four early releases (prior to 2:15) not excused with a medical excuse will be counted as one unlawful absence.

Please follow these guidelines when requesting early dismissals:

● Except in an emergency, early dismissal must be requested in writing by the parent/guardian.

● Dismissal notes must include the following: student's name and grade, date and time of early dismissal, reason for early dismissal, name and phone number of individual picking student up, telephone number where parent/guardian can be reached and the signature of the parent/guardian.

● At the time of dismissal, the student will be called to report to the front office to be signed out. Students are not allowed to leave school unsupervised. A parent/guardian must pick them up and sign them out prior to 2:15

pm. No student can be released 2:15 until 3:25 due to end of day closing and carline procedures. Parents will use the carline process to pick up their student after 2:15p.m.

EMAIL & Digital Learning

- Students are responsible for appropriate use of the Internet, email and the school network.
- Network usernames and emails belong to East Voyager Academy.
- Passwords must be kept secure.
- Communication on our network, and East Voyager Academy email, will be monitored.
- All communications should comply with the Children's Internet Protection Act.
- Prohibited files, including profane images, songs, text, and multimedia are not to be visited nor downloaded on school devices.
- Users should not expect files created on East Voyager's devices or network to be private.
- Students will not attempt to filter or block internet communication while on the EVA network.
- East Voyager Academy is not liable for harm or injury that is the consequence of any inaccurate information the user may obtain through the Internet and Electronic Mail Services.
- Misuse of email and the Internet will result in disciplinary action.

iREADY LOGIN INSTRUCTIONS

Username: First letter of first name and first letter of last name+last 6 digit of student ID (Student ID located on the report card)
Password: iready

View our student landing page directly here:
https://drive.google.com/file/d/1ESkqehp15ZtbEby0SIL83TgZkIntFDJx/view?usp=drive_link

Or go to:

1. www.eastvoyager.org
2. Click on "Academic" tab on the top of the screen
3. Select "Student Landing Page"
4. Click on "Download PDF"
5. Click on "iReady" icon on top right corner

EMERGENCY DRILLS

The school will hold regular emergency drills. It is expected that all students on campus at the time of such drills will participate fully. Failure to do so could possibly put other students in danger and will be treated as a serious discipline offense. Should you find yourself on campus while a drill is taking place, please participate with your child. We have three basic emergency drills:

- Evacuation – An evacuation occurs when there is a reason that all staff and students must leave the school

building. The most common evacuation drill is a fire drill.

- Lockout – During a lockout, the perceived danger is outside of the school. This is normally implemented when a crime has taken place in the vicinity of the school. No one will be allowed in or out of the building during a lockout. All activities inside the school continue as normal.
- Lockdown – During a lockdown situation, the perceived danger may already be inside the building or specifically directed toward a target in the school. All students and any person in the school seeks immediate shelter. All activities cease. Students MUST remain quiet.

FEES

There may be occasions when students/families have received services or materials that must be paid for with fees. Examples include late fees for school provided services such as tardy to pick up students from ASPIRE, extracurricular activities, optional academic material (including student workbooks), technology fees, etc. Fees are not refundable. Additional expenses may include class field trips, school t-shirts, yearbooks, fall and spring school pictures, school supplies, and event admission tickets. Our school store is available for the purchase of snacks and/or Emergency Lunch(s).

FERPA NOTICE

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - o School officials with legitimate educational interest;
    - o Other schools to which a student is transferring;
    - o Specified officials for audit or evaluation purposes;
    - o Appropriate parties in connection with financial aid to a student;
    - o Organizations conducting certain studies for or on behalf of the school;
    - o Accrediting organizations;
    - o To comply with a judicial order or lawfully issued subpoena;
    - o Appropriate officials in cases of health and safety emergencies; and
    - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. Annually parents have the opportunity to provide their preference regarding consent for “directory” information on the enrollment and

re-enrollment questions in Lotterease.

FUNDRAISING

Various groups and clubs will sponsor fundraising for a variety of charities and organizations. Participation is voluntary. All requests to fund raise must be approved by the School Finance Office and the Principal.

GIFT GIVING

We recognize that our students develop close relationships with their fellow classmates and may want to give gifts. However, in order to maintain the academic environment, and provide a space where all students feel included, the giving of personal gifts between students is not allowed on school grounds. **Birthday/party invitations and envelopes or Valentine's cards, treatbags etc.** should be provided for the entire class, ensuring each individual in the class receives one. These may be sent in by the parent/guardian and given to the teacher to pass out.

GRADE REPORTS AND DISTRIBUTION

Report cards and interims will be issued eight times per year. The 100 point grading scale below will be utilized for all students in core content subjects: social studies, English, math, science, and Mandarin.

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = Below 60

Parents will be contacted by the classroom teacher for a conference if their child has a 59 or lower average in any core subject at the end of the grading period.

HALL PASSES

Students are expected to remain in class or assigned areas. Staff members will issue written passes for a student to leave class or an assigned area. The pass must specify the student's name, destination, date and time. Students who "cut" class or wander to areas not allowed by the pass will be subject to disciplinary action. We schedule group restroom breaks throughout the day so we are very strict about individual passes during class times. If a student has a medical need for frequent restroom breaks (more frequent than every 90 minutes) then medical documentation must be provided to the Registrar to share with teachers.

HEALTH ROOM PROCEDURES

EVA does not have a school nurse on staff. Staff members are trained in CPR and First Aid. Designated staff members are trained and responsible for providing students with medications as directed by the student's physician.

The classroom building is equipped with a first aid station to care for minor illnesses or injuries that occur at school. Injuries or health concerns that occur outside of school should be treated at home or by your healthcare provider. The school cannot diagnose or prescribe treatment. This is the responsibility of your family physician or health care provider.

There are times when a student should remain at home for his/her own welfare and for the protection of others. Students who have had any procedure requiring the use of sedation and/or anesthetic should not return to school until the anesthetic has completely worn off.

Students with a temperature of 100.4 or greater must remain home until their temperature is normal for 24 hours without the use of fever reducing medication. Students with vomiting or diarrhea must remain at home until they have been symptom free for 12 hours and been able to tolerate a meal. For other

conditions that would require your child to remain at home please see the NC Department of Health and Human Services School Exclusion List for students. The exclusion list may be found at https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/Communicable_Diseases_and_Exclusion.pdf

If a student develops a communicable disease, the parent should notify the school registrar/attendance officer. This will allow notification to teachers to observe other students for symptoms or to notify appropriate persons if needed.

Parents should also notify the school registrar/attendance officer of any special health needs. In the event a student becomes ill or injured and needs to go home, the persons listed on the health card will be contacted and expected to come for the child immediately. For this reason, the school should be kept up to date on any changes in telephone numbers of those persons to be contacted in an emergency. When parents are called to pick up a sick child, they must make arrangements to pick up as soon as possible.

Medications to be taken during school hours must be brought to school and delivered to the Office Manager in the original container with all labels intact. Over the counter medications should only be sent to the school for a specific condition your child is known to experience. Whenever possible, medications should be given before or after school. All medications must be accompanied by parental permission and prescription medication also requires written authorization from the prescribing physician or health care provider. Herbals, food supplements, alternative medicinal products and other items that do not have FDA approval will not be provided at school.

Most of the student visits to the front office with a health concern do not require verbal notification of a parent or guardian. The school will send an "*Owie Report"* home to the parent for notification of a minor injury and the parent will be called for any more serious injury or symptoms.

HOMEBOUND INSTRUCTION

In some cases, an illness or medical condition may require a student to miss school for an extended period of time. Please contact the registrar or Principal to discuss whether medical homebound, remote learning or another program might be necessary. It is the parents' responsibility to complete appropriate documentation to request services. Parents whose children require homebound must have the appropriate forms completed by the physician before homebound may begin.

HOMEWORK

We expect students to read for 15 minutes or more each night, to work at least 15 minutes on Mandarin, and 20 minutes (grade 3 and above) on academic software (iReady, IXL, Level Learning). Students are also expected to complete classwork in class. Any incomplete classwork may be assigned as homework.

Teachers may assign homework to reinforce in-school learning and may assign individual homework to students to remediate or enhance in-school work.

Teachers will provide expectations for homework for their grade level and content areas. Teachers will post homework to the Google Classroom. If a student must complete Classwork for homework the teacher will send a Class Dojo message to the parent. If student homework (other than makeup work for missed or incompleted classwork) exceeds 90 minutes for grades 3 and above please contact the Homeroom teacher to notify him or her of the problem and seek resolution. It is the student's responsibility to see that daily preparation for each class is completed. It is the parent's responsibility to recognize that students who do their homework will have a greater chance for academic success and to help students make school work a top priority.

INDIVIDUAL WITH DISABILITIES ACT (IDEA)

Students ages three through 21 years of age may receive services under IDEA if the student needs special education and related services to benefit from his or her educational program. A team decides if a student qualifies for services under IDEA. The team includes the student's parent(s) or legal guardian, teachers and other school staff. The team develops an individualized education program (IEP) if the student meets federal and state requirements. The IEP outlines a plan for helping the student receive a free, appropriate public education and meet goals set by the team.

LIBRARY

The library maintains a variety of materials and media to enhance and expand student learning in both English and Mandarin. The library is open during the school day. Students are encouraged to find a book to read during early morning drop off and to take home that book to complete reading. Students are encouraged to return books to the loaner library when they have completed reading the book. The library collection is organized by Lexile (reading level). The library is operated on the honor system. On-line library services are provided to students and parents.

LOST AND FOUND

Parents must clearly label their student's personal items (jackets, sweaters, lunchboxes, water bottles, notebooks, etc.) with the student's full name. If items are lost, parents and students are asked to check the lost and found area in the school office. Any items that are unclaimed by the last day of each month will be donated to charity.

MAKE-UP WORK

Students will be permitted to make up work missed during an absence. This work must be completed within three days unless an extension is granted by the teacher. Parents and students are encouraged to check their Google Classroom for assignments. Students whose absence results in missing a test will be provided a scheduled opportunity to make up the test(s) missed within three days. Parents will be notified by the teacher of the makeup day for missed tests. In rare cases, the principal may provide extra make up days for assignments.

Multi-Tiered System of Support (MTSS)

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. North Carolina Department of Instruction's vision for MTSS is that every North Carolina pre-kindergarten-12th grade public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college, career, and community readiness for all students. MTSS is not a graded course.

Online Newsletters

Announcements of upcoming events and school-wide activities can be found in our online school calendar accessible at www.eastvoyager.org. Announcements are also communicated via teacher newsletters distributed on weekly via Class Dojo, a school newsletter in students' Weekly Communications Folder distributed on Wednesdays, and via Infinite Campus texts and emails.

Parent Involvement and Communications

Quality Assurance

We want parents to feel welcomed in our school. Your input is appreciated and desired. If you need to voice a concern, please take the following steps:

Step 1- Contact your child's teacher to discuss the problem. Email is the quickest way to get a reply from teachers. They are teaching during the day and are not usually able to take phone calls until the afternoon. Our teachers are readily available to discuss concerns regarding your child. Teachers are expected to respond within 24 hours during the weekdays.

Step 2- Contact the Principal, or if there is an academic concern, the Coordinator of Accountability and Instruction or Director of Mandarin Instruction. Parental concerns that cannot be resolved by the teacher should be redirected to the

next level within the school. Your school administration is qualified and possesses the decision-making skills to solve most problems that may arise. If you have exhausted all levels of communication within the school, you may appeal to the Board of Trustees by providing the Board chairman with a written statement of your concern. Contact information for board members is available on the school website and in this handbook.

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also help as office helpers, classroom assistants, school project or event directors. Monitors are needed on the playground and at student drop-off and pick-up. Other opportunities will arise during school events, extracurricular activities and community outreach projects.

If you are an employee of a business or a member of an organization that would like to volunteer to partner with our school, please contact the school office. Volunteer partnerships involve direct and indirect support to students, teachers and schools through donated time and resources.

A log of volunteer hours is kept in the school office. Volunteers are recognized annually.

Field Trips

We love to have parents participate on our field trips. Volunteers are welcomed to serve as chaperones. Parent chaperones are vital to ensure the safety of our students. We ask all chaperones to remain vigilant and attentive to all students throughout the trips. Due to insurance requirements, babies and children who are not enrolled at EVA may not attend field trips.

Parent Conferences

Formal parent/teacher conferences are held twice per year to facilitate open communication between parents and teachers regarding students' progress. Refer to the school calendar for specific dates.
EVA has an open-door policy. We want you in our school and encourage you to visit your child's classrooms; however, for student safety and to keep disruptions at a minimum, please sign in at the front office. Conferences with teachers and administrators can be scheduled at any time during the year. These conferences must be scheduled in advance and agreed upon by both parents and staff.

PARENT ADVISORY COUNCIL

The parent advisory council meets quarterly to review programs, curriculum and progress for federal and state funded programs such as AIG, WIDA ACCESS, Title I, and EC among other special programs and grants. The valuable input of parents helps guide planning and budgeting decisions.

PARENT TEACHER ORGANIZATION (PTO)

The PTO is an important partner for our school. This organization provides parents and teachers with an opportunity to improve facilities and sponsor events and programs that are not normally funded. PTO members volunteer to help monitor testing, chaperone, plan special events, raise funds for projects and teachers and contact volunteers for special school needs. All parents are encouraged to join the PTO.

PAYMENTS

Methods of payment are cash, credit card (online only), bank card (online only), checks or money order. Checks and online payments should include parent(s) full name, street address, phone number, child's name and purpose for payment. When providing a check as payment, you authorize us either to use the information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. If your payment is returned unpaid, we will collect a $30.00 fee through an electronic fund transfer from your account or directly from you. This procedure applies to checks made to the school or to the PTO. Payments may also be made

online through our payment portal, www.eastvoyager.org . For payments made online a surcharge may be assessed.

PERSONAL PROPERTY

Personal property including candy, toys, video games, cellphones, Smartwatches, Air Pods, etc. that interferes with instruction should not be brought to school without the permission of a teacher or administrator. The school cannot and will not be responsible for lost, misplaced or stolen items or valuables.
Toy weapons are strictly prohibited, and no cell-phones, headphones, radios, games, virtual pets, electronic gaming devices, etc., are allowed and will be confiscated and only returned to a parent. Gum is **NEVER** allowed in school.

Promotion, Retention, and Acceleration of Students

As the instructional leader of a school, the principal is responsible for making the decision to promote a student to the next grade or course level, retain a student at the same grade level, or accelerate a student beyond the next grade level. The principal shall follow guidelines established by the State Board of Education and the East Voyager Academy Board of Trustees in making the decision to promote, retain, or accelerate a student. Students will be taught the North Carolina Standard Course of Study in a challenging Mandarin immersion instructional framework.

I. Definitions The following definitions apply to the provisions of this regulation:

A. Adequate progress

Student performance at or near grade level as indicated by student work, assessment data, and other evaluation information.

B. Focused intervention

Help for students in attaining competency goals and objectives, based on an evaluation of what the student knows and is able to do. Strategies for helping the student shall be based on the evaluation of the student's work.

C. Extended Content Standards: Extensions of the North Carolina Standard Course of Study (NCSCOS)

Students with significant cognitive disabilities participate in the NCSCOS through use of the Extended Content Standards. The Extended Content Standards are established at each grade level for the content areas of Science, English/Language Arts, and Mathematics. The content standards of the NCSCOS have been expanded while maintaining the essence of that standard, thereby ensuring that all students with significant cognitive disabilities have access to, and make progress in, the general curriculum. The Extended Content Standards establish an expectation of what students should be able to know and be able to do that differs in depth and complexity from the expectations for other students at a particular grade level

D. Grade-level proficiency

A score at or above grade level on the local formative assessments or on North Carolina End-of-Grade (EOG) tests in reading and mathematics in grades three through eight.

E. Multi-tiered System of Support (MTSS)

MTSS is a system of data-driven problem-solving and research-based instructional practices used to address concerns for all students. In a typical Multi-Tiered System of Support, Tier 1 includes the differentiated core instruction all students receive. Tier 2 includes supplemental instruction/intervention provided in addition to Tier 1 for students identified “at risk” and/or not meeting benchmarks. Tier 3 includes small group or individual interventions for students showing significant barriers to learning the skills required for school success.

Parents/guardians are to be notified when a student is brought to the MTSS Tier 3 Team for intervention consideration and given the opportunity to provide input.

F. Parent

One or both of a student’s parents, legal guardian(s) or other legal custodian(s).

II. Elementary School Promotion Standards

A. Elementary School Promotion Guidelines

In order to be promoted, a student in the elementary grades must demonstrate mastery of grade level skills

particularly in reading and math. Mastery of grade level skills shall be determined by measuring the student's performance and understanding of the standards in the assigned subject area.

B. Retention Limits

The decision to retain a student shall be made by the principal. A principal should not retain a student more than one time during elementary school (grade K to 5).

C. Kindergarten to Grade 8

The teacher shall provide Tier 1 and Tier 2 MTSS interventions for any student who scored below grade level on assessments at the end of the previous school year and/or performs below grade level on approved assessment during the current school year (including EOGs, BOG3, i-Ready test) or is otherwise at risk for academic failure. Teachers must document actions including efforts to contact parents.

1. Students will be assessed periodically, using approved assessment instruments.
2. Within five school days of the fall i-Ready test teachers must review the student's i-Ready test result (for K-5th grade), and the previous year's End-of-Grade (EOG) test result (for 4th-5th grades), or Beginning-of-Grade Reading 3 (BOG3) (for 3rd grade) and any other pertinent school records.
3. By the end of first quarter, for each student who is not performing on grade level in math or reading or is otherwise at risk for academic failure, the teacher must follow the MTSS process and provide Tier 1 and Tier 2 interventions.
4. For a student performing below grade level or otherwise at risk for academic failure, the teacher must notify the student's parent of the possibility that the student will be retained. The notification will be mailed or sent home with the 3rd quarter report card and a copy of the notice must be provided to the Principal.
5. In conjunction with the third quarter progress report, for a student who may be retained at the end of the school year, the teacher must make an additional parent contact in person or virtual. Documentation must be provided to the principal.

D. Grade 3 Read to Achieve Program

Students must meet the requirements for reading proficiency as set forth in the Read to Achieve program, as administered by the North Carolina Department of Public Instruction.

III. Middle School Promotion Standards and Accountability Procedures

A. Middle School Promotion

In order to be promoted, a student in the middle school years must demonstrate mastery of the standards in the assigned content area. Mastery of assigned standards shall be determined by measuring the student's performance and understanding through multiple means of assessment.

B. Grades 6 - 8: Remediation and MTSS Requirements

The appropriate subject area teacher must provide Tier 1 and Tier 2 MTSS interventions for any student who scored below Level III on an EOG (and subsequent retest) in the previous school year, performs below grade level on approved assessments during the current school year, or is otherwise at risk for academic failure. Teachers must document interventions, including efforts to contact parents.

1. Within five school days of the fall i-Ready test, teachers must review the student's i-Ready test result, and the previous year's End-of-Grade (EOG) test result, and any other pertinent school records.
2. Students will be assessed periodically, using various approved assessment instruments.
3. By the end of first quarter, for each student who is not performing on grade level in math, language arts, science or social studies, the teacher must provide Tier 1 and Tier 2 MTSS interventions.
4. For a student who is performing below grade level and is at risk of academic failure in math, language arts, science and social studies the teacher must notify the student's parent of the possibility of the student's non-promotion (retention). The notification will be mailed or sent home with the third quarter report card. The teacher must document the parental contact.
5. In conjunction with the third quarter progress report, for a student performing below grade level and at risk of academic failure in math, language arts, science or social studies, the teacher must make an additional parental contact by requesting an in person or virtual contact. The teacher must document the parental contact.

Requirements for Students with Disabilities and English Learners (ELs)

A. Students with Disabilities

1. All students with disabilities shall have access to the general education curriculum and appropriate supports and interventions available to all students

2. The specific North Carolina Course of Study (NCSCOS or Extended Content Standards of the Standard Course of Study) that each student is to follow is documented on the Individualized Education Program (IEP). It is expected that students in the special education program who are following the NCSCOS or the Extended Content Standards must take system-wide locally mandated grade-level and state-required assessments, with or without accommodations, as stated in their IEP.

3. An EC student who is following the Extended Content Standards and whose progress is assessed via the NC Extend I is not subject to the promotion requirements set forth in this regulation.

B. English Learners (ELs)

1. Students identified as English Learners (ELs) shall meet the same standards as all students. However, in accordance with federal law, lack of English proficiency shall not be the factor that keeps a student from being promoted. An English language proficiency screener must be administered to students whose Home Language Survey indicates a language other than English within the first 30 days of enrollment or within two weeks of enrollment for students who enroll at other times during the year. EL students must take the state-identified English Language Proficiency test annually. When their scores reach a level established by the state, they will exit EL status.

2. All students identified as EL must be included in the statewide testing program as follows: standard test administration, and standard test administration with accommodations. EL students may receive accommodations on state mandated tests; however, those accommodations must be documented in the student's Language Education Plan (LEP) and used routinely during classroom instruction and similar classroom assessments and must be in place at least 30 days prior to the administration of a state test. However, schools can exempt students identified as limited English proficient who score below Level 4. All EL students must have documented LEPs and documentation of the student's English language proficiency and progress made in English language development and academic areas.

3. When an EL student who is no longer eligible for exemption from statewide testing scores below Level III on End-of-Grade tests in reading and/or mathematics, the student may be promoted as follows:

a. A school based committee of teachers and administrators are authorized to recommend promotion. Promotion should be recommended if work samples indicate that the student is making adequate progress in all academic areas. Adequate progress should be based on English Proficiency level as determined by the student's state-identified English Language Proficiency test scores.

b. In order to grant the waiver, the committee must examine the documentation of the students' English language proficiency and progress made in English language development and academic areas and determine that:

i. The student's lack of English language proficiency is the cause of the student's inability to perform at grade level; and

ii. The student is making adequate progress in English Language Development and in all academic areas.

c. The committee must recommend to the principal whether a student should be retained or promoted. The principal shall make the decision to promote or retain the student.

4. School shall provide focused intervention for EL students according to their LEP until they have met statewide promotion standards and high school graduation requirements. This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have LEPs that include the following components: diagnostic evaluation, intervention strategies, monitoring strategies and testing accommodations to be used routinely.

IV. Reporting Requirements

The principal shall report annually to the Board of Trustees the percentage of students promoted who scored below Level III on the EOGs and EOCs with data to be reported according to race, ethnicity, exceptionality, and socio-economic status.

V. Acceleration

A. Definition

Acceleration is the placement of a student in a grade level or in an academic course/subject for which the student is not chronologically age appropriate but is academically and instructionally prepared.

B. Appropriateness of Acceleration

1. The principal has the authority to place an exceptionally advanced student who has mastered the curriculum of one grade level or academic course/subject in the next grade level or academic course/subject when, in the judgment of the principal, teachers, specialists, and parents, such acceleration is in the best interests of the student involved.

2. For a student to be considered for acceleration, the student must clearly demonstrate the mastery of present/current grade level based on daily performance and informal test scores, including a locally selected evaluation, that consistently show above grade level skills.

3. Admission of students to kindergarten who do not meet North Carolina entry age standards must be done according to the process set forth in SBE Policy KNEC-001, governing early entry to kindergarten.

VI. Information for Parents

The Principal shall ensure that processes are in place to inform all parents and students of the provisions of this regulation through publication in the Parent/Student Handbook.

RELIGIOUS ACTIVITY

All students at East Voyager Academy will be honored for their individual beliefs and/or religious preferences.

SCHOOL ACTIVITY ATTENDANCE

A student must either be at school or on a school sponsored activity (field trip, etc.) from 12:00 p.m. until the end of the school day to be allowed to participate in or attend after school activities and events.

SCHOOL CITIZENSHIP

Our school is a reflection of our school community and we know that you share our pride in our school. We ask that you join us in keeping the building, grounds, and furniture in top condition and in displaying the characteristics synonymous with model citizenship.

Our PAWS Values

BE KIND. WORK HARD. ACT SMART

SECTION 504 REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified individual with a handicap shall be excluded from the participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." It is the responsibility of East Voyager to take reasonable steps to identify and evaluate students within the intent of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 who need accommodations or special services or programs in order that such students may receive a free appropriate public education. Additional due process rights may be afforded students who are identified under Section 504.

SELLING AND ADVERTISING

The selling or advertising of items or services is permitted for school related activities only. Any school group that wishes to engage in such activities must obtain prior written approval by the Principal. This policy also

pertains to all political activity.

SPECIAL EDUCATION (Exceptional Children)

Academically challenged students are provided with an opportunity to succeed in the following ways: observation of classroom effort, formal assessments and evaluation by licensed professionals. We are committed to providing an immersion education experience to all students enrolled in our program including those with special needs. Following the identification of students who may need special education services, the teacher will document at least six weeks of classroom interventions prior to arranging a formal assessment to determine whether special education services are necessary.

SEVERE WEATHER ANNOUNCEMENTS

If severe weather-related conditions necessitate closing, delaying or having an early release, parents will be notified immediately using the parent communication platform (Classdojo). The announcement will be placed on the school's Facebook page and website. The school will also alert local television and radio stations so that they can broadcast our status. Students are not required to come to school if the district in which they reside closes school for a weather-related issue.

STUDENT PICK UP/DROP OFF

Drop-Off

Students may be dropped off between 7:15 and 7:45 when a staff member is present, on duty. Staff on duty will assist students departing from cars during these times. Parents should only use the right lane (closest to the sidewalk) for drop-off. Please make sure your student is ready to exit your car quickly and safely. For safety reasons, parents should only drop off their children when an adult is present. Please be patient, follow the moving traffic and pull forward to drop off your child. If you wish to park and escort your child in, please park in a space away from the carline. You must escort your student across the crosswalk and positively turn-over your student to an East Voyager staff member.

Pick-Up

Parents should drive into the queue line and show the staff outside on duty their Card Number. Please place the card on the driver side dashboard or hang it from the rear-view mirror. All of the students associated with the card number will be brought to your car. Dismissal is 3:05-3:25 p.m. Students who are not picked up by 3:45 will be sent to A.S.P.I.R.E. for that day. Parents of students who are not picked up by 3:45 p.m. will be charged $20 for that day in A.S.P.I.R.E. The student will not be allowed back in school the next day until the Parent pays the late fee and/or meets with school administration. This will count as an unexcused absence for the student.

Parents wishing to pick a child up early from school must be present in the front office prior to them being called out of class. Students will not be called for early dismissal after 2:15 PM. Students will only be released to adults listed on the child's emergency card. A.S.P.I.R.E. after-school program dismissal is no later than 5:30 p.m. Parents of students picked up after 5:30 PM but before 5:45 PM will be charged $10 per occurrence per student. Parents of students picked up after 5:45 PM but before 6 PM will be charged an additional $15 per occurrence per student. Students will not be allowed back in the program until the late fees are paid in full.

STUDENT RECORDS

Student records are maintained in accordance with Board policy and State and Federal law. If a student transfers and enrolls in a school other than East Voyager Academy, his/her educational records will be transferred to that school or school system upon request by the school/system. The parent has the right to request a copy of the record that was disclosed. Parents also have a right to request an amendment of educational records if they believe the record contains information that is inaccurate or misleading.

TARDY TO SCHOOL

When a student reports to school late, she/he must be signed in at the front office by the parent or guardian and bring a note of explanation from the parent or doctor. Those students without a lawful tardy will be credited with an unexcused tardy. Students accruing twenty tardies to school will participate with their parent(s) in a **mandatory** Intervention Plan Conference. Four unlawful (unexcused) tardies past 8a.m. will be counted as one unlawful absence.

TARDY TO CLASS

Tardiness to class interrupts learning time for the entire class. All students should be seated at their desks ready for instruction to begin class. Students with excused tardies should have a pass from the office or another teacher. Those without passes who are late to class are credited with an unexcused tardy. Teachers will use progressive discipline consequences to address tardiness to class.

TECHNOLOGY USE

- Students and parents/guardians will need to sign a Chromebook Policy Agreement before they receive a school loaned Chromebook. (See the attached file)
- East Voyager has access to all school-owned devices, and internet activity **even when off campus.**
- Each student should bring their own headphones; no wireless ear buds allowed.
- Cell phones and other personal electronic devices must be turned off and kept out of sight during class time, unless otherwise directed by individual teachers in their classrooms. Parents are reminded that in cases of emergency, the main office is the appropriate point of contact to ensure that your child is reached quickly and assisted in an appropriate way.
- Recording by video or voice or taking pictures of students, staff or parents without the knowledge and consent of all parties present is strictly prohibited. Violation will lead to disciplinary action up to and including school removal.

Disciplinary Actions for Electronic Device Violations are:

1st offense: Confiscation to pick up in the office at the end of the day with documented warning.

2nd offense: Confiscation to pick up by a parent in the office at the end of the day with a documented referral.

3rd and subsequent offenses: Parent/guardian must pick up the phone in the office at the end of five school days. In School Suspension will be assigned.

TRAFFIC SAFETY

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off and visitor parking areas at the school. Carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students. Students should exit from the passenger side of the vehicle or the side closest to the sidewalk. Students should not cross in front of or behind vehicles to get to the sidewalk. Drivers violating safety rules may be banned from driving on campus and law enforcement will be notified as needed.

Parents may not walk up to the car line to retrieve students. Parents may not enter the classroom building during dismissal.

TRUANCY

A student is considered truant in the following ways: five unexcused absences, any absence over ten days without a lawful medical or legal excuse or more than twenty tardies to school. A truancy Intervention Plan will be developed by the school, the student, and the parent(s) prior to any referrals to authorities.

TELEPHONE USE

There is a telephone available in the front office for student use with staff supervision before school begins

and after school ends in the event of a serious need to contact their parent(s). Should an emergency arise during the day, phones are available throughout the building. Students are not permitted to have cellphones at school during the school day or during A.S.P.I.R.E. after school program. Cell phones seen or heard will be confiscated by the teacher and turned in to the administration. Parents will be contacted for a conference to retrieve the cell phone. Please refer to Technology Use for Disciplinary Action. The school is not responsible for lost, stolen or damaged cell phones or other confiscated items that are not approved for school.

TEXTBOOKS AND CHROMEBOOKS

School textbooks and Chromebooks are issued to students at the beginning of each year. If a textbook or Chromebook is damaged or lost, the cost will be billed to the parent according to the replacement cost of the item. Students/Parents are responsible for repair/replacement costs for damages. Grades K-2 will have a classroom set of Chromebooks or iPads. The teacher will check the device each time they are distributed and collected. The student who damages a device while being allowed classroom use will be charged for the damage and will have privileges suspended until charges are paid.

TOBACCO POSSESSION AND USE

East Voyager Academy is a tobacco free school. Students are not permitted to use, transfer or possess tobacco products or tobacco paraphernalia while on school grounds, in the school buildings or during any other time that the student is under the jurisdiction of the school whether on or off school grounds. This includes electronic cigarettes. Parents must refrain from tobacco use on school grounds.

UNAUTHORIZED AREAS

Before school (7:15 – 7:45), students should be in the cafeteria with a teacher. During class time, any students who are not in class must have a pass. At dismissal, students should report directly to the car line or their afternoon activity.

VACCINATION REQUIREMENTS

North Carolina law requires all children in the state to receive certain immunizations. Records are checked when children enter school or childcare.

Kindergarten

Vaccination requirements for kindergarten-age children can be found below:

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

7th Grade

Vaccination requirements for 7th grade age children can be found below:

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

Required vs. Recommended

North Carolina law requires children to receive certain vaccines. But in order to be fully protected from vaccine-preventable diseases, children should receive all age-appropriate immunizations. It is recommended that students receive annual FLU AND COVID vaccines that may be available..

For more information about vaccine preventable diseases and immunizations recommended, please refer to the Centers for Disease Control and Prevention (CDC), the Advisory Committee on Immunization Practices (ACIP), and the Immunization Action Coalition.

VIDEO MONITORING

In order to promote the safety and welfare of students and staff members while they are on school grounds, video cameras have been placed throughout the school. Therefore, while on school grounds, all individuals are subject to video and audio monitoring. Students and parents are hereby notified that individuals are subject to being videotaped on school grounds at any time and videotapes are reviewed as required to determine the safety of students and staff. Unauthorized video or recordings made using a personal device of students, parents, or staff is prohibited. If you do not want your child to be photographed or videoed for the yearbook or other school publications see office manager for a form to request exclusion for your child.

VISITOR PROCEDURES

Parents are welcome and encouraged to visit East Voyager Academy. However, all guests must check in with the front office and receive a visitor's pass before entering other areas of the school. When possible, we ask for a 24 hour notice before parents come to observe classrooms. All visitors must have a valid state ID or driver's license.

Only parents and/or legal guardians may visit a student during the school day without permission or coordination. All persons other than parents and legal guardians wishing to visit a student must first receive written permission from the parent/legal guardian. The permission must be given to the school office in advance of the visit. Any court order restricting parental visits to a child supersedes this policy. COURT ORDERS REGARDING VISITATION OR OTHER CHILD WELFARE CONCERNS MUST BE ON FILE WITH THE SCHOOL REGISTRAR.

Please follow these guidelines for visitors other than parent/guardian:

- Permission for visitors other than parent/guardian must be requested by the parent/guardian.
- The visitor request must include the student's name, date, time, and location of the visit, the name of the visitor, and the signature of the parent/guardian. Visitors must abide by the dates, times and locations they have requested.
- The visitor request must be submitted to the school office prior to the visit.
- All visitors will be required to have their ID scanned through the database.
- Drop off and pick up times are the most vulnerable security times for a school. We ask that parents refrain from unannounced visits FROM 7:45 a.m.-8:15 a.m. AND 2:15 p.m.- 3:25 p.m.
- Visits may be denied if students are taking assessments or if the visit would create a disruption to learning.
- Students from other schools may not be on the East Voyager Academy campus without prior 24 hour approval of the administration.

WATER BOTTLES AND SNACKS

Clear/transparent water bottles will be allowed at school; glass will not be permitted. Teachers in grade K-2 will follow the scheduled snack breaks. Teachers will also approve snacks for special occasions or as a part of lessons and/or demonstrations. Students with health issues or taking medication that requires a snack will be accommodated by the front office staff with the teacher and parent. All medication forms must be turned in to the office manager

WITHDRAWALS

A student withdrawing from school is required to have his/her parent(s) notify the office at least two days in advance of the withdrawal date. The student and parent should report to the office by the end of the last full day he/she is in school to complete the withdrawal process and sign the withdrawal form. All materials and fees should be resolved prior to withdrawal.

East Voyager Academy Student Discipline Policy

The mission of East Voyager Academy of Charlotte is to graduate its students with English-Chinese bilingual proficiency, strong academics, and intercultural competence. In order to fulfill this mission, the Board is committed to a safe and orderly learning and work environment. Accordingly, the teacher is the recognized authority in the classroom and students are expected to conduct themselves in ways that foster their own learning and the learning of those around them. Discipline policies are provided to establish expected standards of student behavior, procedures for addressing student misconduct and consequences for violations of student behavior standards.

Discipline is defined as well-ordered, directed behavior. Therefore, students shall be taught character education, including the values of responsibility, respect for themselves and others, and self-discipline. School discipline rules must balance the need to maintain a safe and orderly school environment with the recognition of the importance of students remaining enrolled in school.

Guidelines for appropriate student behavior shall be set by the school and published annually in the Code of Student Conduct in the Parent/Student Handbook which shall be made available to students and parents. Students are expected to follow the student behavior guidelines while on school property or on school sponsored events, trips, activities, on school owned buses or other vehicles. In addition, as permitted by NC law, the Board authorizes the discipline of students for conduct occurring away from East Voyager Academy property if the conduct otherwise violates the Code of Student Conduct and has or is reasonably expected to have a direct and negative impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

1. Less Serious Violations

Some violations of the Code of Student Conduct are less severe infractions involving a lower degree of dangerous and harmful behaviors. Examples of these violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury (and in consideration of the age and developmental appropriateness of the infraction/consequence) . Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Less serious violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension (exclusion from school for 10 or fewer school days). Unless circumstances dictate otherwise, consequences that occur when students do not follow the guidelines shall be progressive in nature. Other disciplinary measures or responses may include, but are not limited to, one or more of the following:

a. parental involvement, such as conferences;

b. isolation or time-out for short periods of time;

c. behavior improvement agreements.

d. instruction in conflict resolution and anger management.

e. peer mediation.

f. individual or small group sessions with the school counselor;

g. academic intervention;

h. in-school suspension (ISS);

i. detention after school;

j. community service;

k. exclusion from extracurricular activities;

l. suspension from bus privileges.

2. Serious Violations

Serious violations of the Code of Student Conduct may result in any combination of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension (an exclusion from school of more than 10 days), and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or school removal. Certain violations involving firearms or explosive devices may result in a 365-day suspension.

Parents, as well as teachers, principals, administrative and support personnel, the principal, Board of Education, and students share the responsibility to work together so that students will develop and maintain disciplined behavior.

Corporal punishment is prohibited in the East Voyager Academy and shall not be used in any circumstances to maintain discipline.

The Principal is directed to issue regulations to accompany this policy.

I. SHORT-TERM SUSPENSION

A short-term suspension is the disciplinary exclusion of a student from school for 10 or fewer school days. A principal has the authority to determine when a short-term suspension is appropriate and to impose the suspension, in accordance with the procedures set forth below. The principal is also authorized to impose other disciplinary consequences in addition to sho11-te1m suspension, such as those set forth above. Students shall not receive short-tenn suspensions of more than two days for

violations of Code of Student Conduct rules regarding truancy or tardiness.

In order to impose a short-term suspension, a principal must follow these procedures:

A. Investigation and Informal Hearing

When a student is alleged to have violated a provision of the Code of Student Conduct that may result in a short-term suspension, the principal shall:

1. Investigate the incident and, whenever possible, obtain written accounts from eyewitnesses;

2. Give oral and/or written notice to the student of the alleged rule violation;

3. Promptly provide to the student the opportunity to have an informal hearing with the principal except in the circumstances described in paragraph 4, below:

a. The informal hearing may be held immediately after giving notice of the charges to the student; and

b. The student has the right to be present, to be informed of the basis for the charges and to make statements in defense or mitigation of the charges.

4. The principal may impose a short-term suspension without providing the student the opportunity for an informal hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff; or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school In this case, the principal shall give notice of the charges and provide the opportunity for the informal hearing as soon as practicable.

B. Imposition of Short-term Suspension

1. After considering the available evidence, the principal shall make a decision regarding the disciplinary consequences to impose on the student. The consequence may include a combination of measures included in the Code of Student Conduct, as well as a suspension of 10 or fewer days.

2. During the term of the suspension, the student shall not come on school property for any purposes unless so authorized by the principal

3. A student under a short-term suspension must be provided with:

a. The opportunity to take textbooks home for the duration of the suspension;

b. Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to student in connection with such assignments; and

c. The opportunity to take any quarterly, semester or end-of-grading period tests missed during the suspension period.

C. Parent Notice

1. The principal shall provide notice to the student's parent of a short-term suspension, which shall include:

a. the term of the suspension, including beginning and ending dates;

b. reference to the Code of Student Conduct section and a description of the student conduct upon which it is based;

c. the extent to which the student is prohibited from or permitted to be on school property during the period of suspension;

d. information about how to request student class assignments, take home books and take tests (as set forth in Section B. 3, above);

e. any other conditions imposed; and

f. the offer to meet with the parent.

2. The notice must be provided to the parent by the end of the workday on which the suspension was imposed when reasonably possible. In any case, the notice must be provided no more than two days after the suspension is imposed.

3. The notice may initially be given by telephone, but it must be followed by timely written notice delivered via email, facsimile, certified mail or any other method designed to achieve actual notice. The principal shall document the manner and date on which notice is provided and shall maintain a copy of the notice in the student's educational record.

4. lf English is the second language of the parent, the notice must be provided in English and in the parent's primary language, if appropriate translation resources are reasonably available.

D. Appeals

As provided by NC law, a student is not entitled to appeal the principal's decision to impose a short-term suspension to the principal or the Board of Education or to seek judicial review of such a decision. The student may petition the Board for an appeal only as otherwise provided by NC law.

E. Students with Disabilities

Multiple short-term suspensions of students with disabilities must be handled in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal laws and EVA student handbook.

II. **EXCLUSIONS FOR MORE THAN 10 DAYS AND SCHOOL REMOVALS**

Due process procedures for imposing exclusions described in this section are set forth below in Sections III and IV.

A. Long-term suspension

A long-term suspension is the disciplinary exclusion of a student from school for more than 10 school days.

1. If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and extend through the first semester of the following school year. (Mandatory 365-day suspensions may be imposed only as allowed by SectionIV, B, below).

2. Only the Board of Trustees has the authority to impose a long-tenn suspension, upon the recommendation of the principal.

3. With limited exceptions, the principal may recommend a long-term suspension of a student only for situations in which a student willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Long-term suspension is appropriate only for serious violations of the Code of Student Conduct in which the student conduct threatens the safety of students, staff or school visitors, or threatens to substantially disrupt the educational environment.

4. A principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

5. Students shall not receive long-term suspensions based solely on violations of Code of Student Conduct rules regarding truancy or tardiness.

6. If a teacher is assaulted or injured by a student and a long-term suspension or other punishment is imposed on the student, he or she shall not be returned to the teacher's classroom upon completion of the disciplinary consequence unless the teacher consents.

B. School Removal

School removal is the indefinite exclusion of a student from school enrollment for disciplinary purposes. This decision may be rendered only by the Board of Trustees upon recommendation of the Principal/CEO, according to standards and procedures established by NC law and this policy. While under an order of school removal, the student is not entitled to be present on school property and is not considered a student of the school system school removal is appropriate only in the following circumstances:

The student have violated a Code of Student Conduct provision that indicates his or her continued presence in school constitutes a clear threat to the safety of employees or other students; or

The student is subject to the provisions of N.C.G.S. § 14-208.18, -208.25A ("The Jessica Lunsford Act").

III. PROCEDURES FOR IMPOSING SUSPENSION OF MORE THAN 10 DAYS OR SCHOOL REMOVAL

If a student subject to an exclusion for more than 10 days or school removal is a child with disabilities, he or she shall be provided due process and educational services in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal laws and CMS Regulation JKDA-R.

A. Principal Decision to Suspend for More than 10 Days or Recommend School Removal

After following the process for imposing a short-term suspension, a principal may determine that a suspension of more than 10 days (either long-term or 365-day) or a school removal is an appropriate consequence, in accordance with the criteria set forth in Section II. The principal may propose to the Board of Trustees the disciplinary penalty based upon a review of the nature of the incident and student's culpability in the incident, degree of danger presented by the student, intent, disciplinary and academic history, potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors.

1. Notice to Parents

a. Within one school day of making the determination to recommend a longer term of suspension, the principal must contact the Board of Trustees by telephone or email regarding the recommendation.

b. Within 24 hours after the end of the workday (when reasonably possible) on which the long-term suspension or school removal is recommended, the principal must provide to the student's parent written notice of the recommendation . The notice must include the following information:

i. Nature of the notice (long-term suspension or school removal)

ii A description of the incident and the student's conduct that led to the recommendation;

iii The specific Code of Student Conduct alleged to have been violated, including the maximum penalty available for the offense;

iv. An invitation (including date/time/place) to the Discipline Team Meeting (DTM) to seek parent and student input into the decision of Board of Trustees regarding the disciplinary consequence (for serious offenses for which the principal may recommend school removal, this requirement may be waived by the principal. In this case, the notice will indicate that the DTM will not occur and the student will be offered the opportunity for a due process hearing);

v. The specific process by which a student may request a due process hearing, should the

decision be to impose a long-term suspension or recommend a school removal, and that the deadline for making the request is three days from the date of the letter from the principal informing the parent of his/her decision;

vi The specific process by which a due process hearing (if requested) will be conducted, including the information set forth below in subsection IV below;

vii Information that the parent is entitled to retain legal counsel to represent the student at the due process hearing;

viii. Information that non-attorney advocates are not permitted to attend due process hearings to assist the student at the hearing;

ix. Notice of the right to review and obtain copies of the student's educational records prior the hearing, if such records are requested;

x. Information about the procedures for expunging student discipline records; and

xi The identity and phone number of a school employee whom the parent may contact to obtain assistance in receiving a Spanish translation of the English language portions of the document (this information must be provided in English and Spanish on the form).

c. When it is not reasonably possible to provide the written notice by the end of the workday on which the suspension is recommended, the notice must be provided as soon thereafter as is practicable. The notice may be delivered by certified mail, email or any other method reasonably designed to achieve actual notice of the principal's recommendation.

d. When school personnel are aware that English is not the primary language of the parent, the notice shall be written in both English and the primary language of the parent when appropriate foreign language resources are readily available.

2. Discipline Team Meeting

Upon receipt of the Recommendation for Long-term Suspension or School Removal in the Board of Trustees, the Chairman of the Board of Trustees shall decide whether to conduct a Discipline Team Meeting (DTM). The parent shall be informed of the decision and, if a DTM is to occur, the following procedures must be followed:

a. The DTM must be scheduled within 10 days of the offense (within the time period of the short term suspension).

b. The parent will be notified of the date, time and place of the DTM by letter, telephone or email or other means designed to achieve actual notice to the parent;

c. Participants in the DTM shall include the principal, at least one teacher of the student, the parent/legal guardian, and the student. If the parent and/or student choose not to participate, the DTM will not occur and the parent will be notified of the principal's decision regarding the disciplinary consequence. If the student is with any disability, then the special education teacher

will be invited to the DTM.

d. The team will review the school's investigation, due process procedures and any additional information provided by the student or the parent.

e. Neither attorneys nor non-attorney advocates are permitted to participate in or observe the DTM.

3. Principal Decision and Request for Due Process Hearing

a. At the conclusion of the DTM, the principal shall consider the circumstances of the recommended suspension and make a preliminary decision regarding the discipline to be imposed. Recommendation may be to impose a long-term suspension or recommend school removal, impose another penalty, decline further punishment of the student.

b. The principal will review the recommendation and, acting as the Board of Trustees designee, will decide what discipline to impose.

c. The student and the parent will be informed of the preliminary decision within 24 hours after the DTM and of the final decision by written notice from the principal.

d. The student will be given the opportunity to agree or disagree with the decision. For decisions to impose some period of suspension beyond 10 days, the student is entitled to a due process hearing to contest the decision. This request must be submitted within three business days of the decision letter from the principal. The request for a due process hearing may be submitted in writing or in any other manner designed to give notice to the Board of Trustees of the hearing request. If the student disagrees with the preliminary decision reached at a DTM, the student may give notice of the exercise of the right to a due process hearing at that time or may do so after receiving the decision from the principal.

e. If the student does not request a due process hearing, the period of suspension decided upon by the principal shall be imposed.

f. If a student requests a due process hearing after the established deadline, the period of suspension shall be imposed. In this case, the school is required to schedule a due process hearing, but the student shall not have the right to return to school pending the hearing.

g. If the student makes a timely request for a due process hearing, the Board of Trustees will give the student and parent reasonable notice of the time and place for the hearing. In this case, the period of suspension decided upon by the Board of Trustees shall not be imposed until the due process hearing is conducted and the decision issued.

h. After the Board of Trustees have given reasonable notice of the time and place for the hearing, if the hearing is caused to be rescheduled beyond the period of the initial short-term suspension by action of the student or parent or at their request, the period of suspension will be imposed.

i. As provided by NC law, disciplinary reassignments are not subject to the due process

procedures described above in this section. Students who wish to appeal such assignments must do so according to procedures set forth in Policy JFAC, "Reassignments and Transfers," and its accompanying regulation, JFAC-R. During the period of the appeal the disciplinary assignment shall be in effect. The principal shall provide procedures for such reassignments in the regulations accompanying this policy.

B. Due Process Hearing Procedures

The due process hearing shall be conducted by a hearing officer appointed by the principal. The purpose of the hearing will be to determine the facts relevant to the alleged misconduct and the credibility of witnesses based on the substantial evidence presented at the hearing. The hearing officer shall not make a determination of appropriate discipline. The principal
shall adopt the hearing officer's determination of the facts unless it is not supported by substantial evidence in the record and render a decision accordingly. If neither the parent nor student appears at a properly noticed due process hearing, the parent and student are deemed to have waived the right to the hearing and the discipline will be imposed.

The following procedural due process is required for such hearings:

1. Students have the right to be represented by legal counsel at the hearing. When the student is represented by an attorney, an attorney for school will also be present to represent the principal;

2. The principal shall provide for a record to be made of the hearing, including any findings or conclusions made by the hearing officer. The student has the right to make his or her own audio recording of the hearing.

3. Students and parents have a right to be present at the hearing;

4. The student, his/her parent and the student's attorney have the right to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, any information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses. School officials may hold confidential the names of witnesses or other information that could allow the student or his or her legal counsel to identify witnesses when such identification could create a safety risk for the witnesses.

5. The school representatives have the burden of proving, based on substantial evidence, that the violation of the Code of Student Conduct occurred and the appropriateness of the recommended consequence for the violation.

6. The school representatives will present witnesses and documentary evidence, which may include witness statements.

7. After the school representatives have presented their evidence, the student or his or her attorney may present evidence related to the alleged violation, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.

8. If a student wishes to call another student as a witness, he or she must provide written consent

from that student-witness's parent/legal guardian. If a student wishes to call a school staff person as a witness, he or she must provide notice to the school sufficient for the principal to arrange for staff to cover the staff-witness's job responsibilities, if necessary.

9. Both the school representatives and the student or his/her parent or attorney may examine the witnesses presented by the other side. The hearing officer may limit questioning if, in his or her judgment, the questioning is unproductive, unnecessarily lengthy, repetitive, abusive or irrelevant.

10. Following the hearing, the hearing officer will issue a written determination of the facts of the student's offense. The determination shall be based on the substantial evidence presented at the hearing.

C. Principal Decision and Imposition of Suspension

1. Following the receipt of the hearing officer's determination, the principal shall issue a written decision either upholding, modifying or rejecting the recommendation of suspension. The principal may also decide to recommend to the Board that the student be expelled from EVA. The decision shall be based on substantial evidence presented at the hearing and shall include the information set forth below:

a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;

b. Notice of what information will be included in the student's official record pursuant to N.C.G.S. 11SC §402, including the process to request an expungement of the suspension notice;

c. Information about the student's right to appeal the decision to the Board of Trustees and notice of the procedures for submitting such appeal;

d. If the decision is to recommend school removal, notice of the procedures that will be followed in conducting the hearing before the Board; and

e. A determination of whether to offer or to decline during all or some period of the suspension, in accordance with rules set forth in Section IV, below.

2. The principal shall send written notice of the decision via certified mail or other means designed to assure delivery.

3. Following the issuance of a decision to impose a long-term suspension, the term of the decision shall be imposed. Any days of suspension imposed by the principal will not be delayed if the student appeals the decision to the Board.

4. If the principal decides to recommend to the Board that the student be expelled, the student shall be subject to a period of long-term suspension, which may or may not include an alternative education assignment, pending the Board's action on the school removal recommendation.

III. BOARD OF EDUCATION PROCEEDINGS

D. Appeals of principal Decision of Long-term Suspension or 365-Day Suspension

1. The student is entitled to appeal a long-term suspension imposed by the principal. In order to do so, the student or his or her parents must send a written notice of appeal to the Board of Education within 10 days of receiving the decision rendered by the principal.

2. Upon receipt of the notice, the principal will work with the Board Chairperson to schedule an appeal hearing.

3. The student and parent will be given reasonable written notice of this hearing through the U.S. Postal Service mail or other means designed to assure prompt delivery.

4. The principal and/or his designee will represent the Board or a panel of the Board will be the decision-maker. In addition, the school principal will be present.

5. Students have the right to be represented by legal counsel at the appeal hearing. The principal will be represented by an attorney.

6. Unless the Board requests otherwise, the Board will limit presentations of testimony to the student, his or her parent and attorney, and the principal's legal counsel presentations of documentation will be limited to the records presented at the due process hearing.

7. In addition, the Board will review any records created by the hearing officer or by the principal in the course of making his/her decision. The principal will provide any such records to the parent before the hearing.

8. The Board will review the principal's decision to assure that there was a reasonable basis for the determination that the student violated the Code of Student Conduct, that the consequence imposed was permitted by Board policy and the Code of Student Conduct, and that student was accorded due process procedures established by NC law and Board policy.

9. The Board will render a decision and provide written notice of the decision to the principal and to the student and his/her parents by mail or other means designed to assure actual notice.

10. The written decision must also include notice of the right to petition for readmission.

11. As required by NC law, the appeal hearing must be conducted and a final written decision issued by the Board in not more than 30 calendar days following receipt of the notice of the appeal

12. Appeal hearings will be delayed only upon request of the parent and upon a demonstration of good cause. In that case, the hearing will be delayed only if the parent agrees to waive the 30 calendar day period in which the decision must be issued.

13. If neither the parent nor student attends a properly noticed appeal hearing for which no delay has been granted, they will be deemed to have waived the right to the appeal and the discipline imposed by the principal will continue.

E. Board of Trustees Hearings on Principal Recommendations of School Removal

1. The principal is directed to bring to the Board for approval all recommendations of school removal.

2. The parent and student shall be provided reasonable notice of the time and place of the school removal hearing.

3. The school removal hearing will be conducted in the same manner as an appeal of a long-term suspension except that the Board's determination must be based on clear and convincing evidence that the student's behavior indicates that his or her continued presence in school constitutes a clear threat to the safety of other students or school employees. The Board must make a written document of this determination.

4. If the Board decides that a student subject to the Jessica Lunsford Act is to be provided educational services on school property, the student must be under the supervision of school personnel at all times while on school property.

5. Upon rendering a decision, the Board will provide written notice of the decision to the principal and to the student and his/her parents by mail or other means designed toVII assure actual notice.

6. The written decision must also include notice of the right to petition for readmission

7. School removal hearings will be delayed only upon request of the parent and upon a demonstration of good cause.

8. If neither the parent nor student attends a properly noticed school removal hearing, the hearing will proceed in their absence.

IV. REQUESTS FOR READMISSION FOR STUDENT SUSPENDED FOR 365 DAYS OR EXPELLED

F. Requests for Readmission/Scheduling of Hearing

A student who has been expelled may submit a written request to the Board for re-admission any time after 180 calendar days from the date of the beginning of the student's suspension or school removal. The board chairperson immediately will forward the request to the principal, who shall arrange in a timely manner a hearing before the board.

Notice shall be sent to the parent and the hearing will be conducted in accordance with the procedures. After considering the student's request and the principal's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in school no longer constitutes a threat to the safety of other students or employees, the board will re-admit the student. The board shall conduct the hearing and notify the student, the student's parents and the principal in writing of its decision within 30 days of the submission of the request for readmission.

G. Notice of Hearing and Hearings on requests by Students Expelled by the Board

Notice shall be sent to the parent and the hearing conducted in accordance with the procedures.

After considering the student's request and the principal's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in school no longer constitutes a clear threat to the safety of other students or employees, the board will readmit the student. The board shall conduct the hearing and notify the student, the student's parents and the principal in writing of its decision within 30 days of the submission of the request for readmission.

H. Decisions to Re-admit

If the board decides to re-admit the student, the notice will include the date of re-admission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission.

I. Classroom Placement

If the student was expelled as a result of assaulting or injuring a teacher, the student will not be returned to that teacher's classroom following readmission without the teacher's consent.

J. Subsequent Petitions for Readmission

If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

K. Judicial Review

There is no right of judicial review of the Board's decision not to readmit a student under this section.

V. CLASSROOM PLACEMENT OF STUDENT WHO ASSAULTED OR INJURED A TEACHER

Students who assaulted or injured a teacher and, as a result were expelled or long-term suspended, shall not be returned to that teacher's classroom following completion or modification of the period of exclusion or the alternative education assignment or a decision to readmit the student without the consent of the teacher.

Legal Reference:

Americans with Disabilities Act, § 42 U.S.C. 12132, 28 C.F.R. Part 35; Individuals with Disabilities Education Act. § 20 U.S.C. 1400 *et seq.,* 34 C.F.R. Part 300; Rehabilitation Act of 1973, .§..2.2 U.S.C. 705(20),-794, 34 C.F.R. pt. 104; The Jessica Lunsford Act, N.C.G.S. § 14-208.18, - 208.25A;*§.* 115C Article 9: §§ 115C-45 (c), -47, -276(r), -278, -288, -307, -390.1, -390.12

Useful links:

Link to EVA Charter:
https://www.eastvoyager.org/_files/ugd/c7944a_2fc229e0018149b798b72155ca918ab3.pdf

Link to EVA Board Policies:
https://drive.google.com/drive/folders/1GeQB_4lZU0hR_MNhRKBsCke769MgBRyD

Link to EVA Parent Compact:
https://www.eastvoyager.org/title-i-school-home-compact

Link to EVA Parent University:
https://www.eastvoyager.org/parentuniversity

Link to State Testing information and School Report Card:
https://www.eastvoyager.org/school-report-card-performance

Link to Student Landing page:
https://www.eastvoyager.org/copy-of-students

Link to Federal Programs:
https://www.eastvoyager.org/federal-programs

Link to Transportation information:
https://www.eastvoyager.org/copy-of-car-line-procedures-2

Link to EVA Curriculum Hub:
https://www.eastvoyager.org/curriculum-hub

Link to ASPIRE after school program registration:
https://drive.google.com/file/d/1nqQm_IvF4YwZk_Td-Cw6ETagDRu0562D/view

Link to Square Payment portal:
https://www.eastvoyager.org/payment-portals

TITLE I
SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards *(ESSA, Section 1116(d)).*

School
The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

· Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.

· Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

o parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement

o frequent reports to parents on their children's progress;

o reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

o Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.*(ESSA, Section 1116(d)(1-2))*

· Treat each child with dignity and respect

· Strive to address the individual needs of the student

· Acknowledge that parents are vital to the success of child and school

· Provide a safe, positive and healthy learning environment

· Assure every student access to quality learning experiences

· Assure that school staff communicates clear expectations for performance to students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom
- Supporting their child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to class on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

TITULO I

PACTO ESCUELA - PADRE - ESTUDIANTE

El Pacto entre la escuela y los padres describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y el los padres construirán y desarrollarán asociaciones para ayudar a los niños a alcanzar los altos estándares del estado (ESSA,

Sección 1116 (d)).

Colegio

La escuela comprende la importancia de la experiencia escolar para cada estudiante y su papel como

educadores y modelos. Por lo tanto, la escuela acepta llevar a cabo las siguientes responsabilidades con el

lo mejor de su capacidad:

Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permite que los niños atendidos bajo esta parte cumplan con los exigentes estándares académicos estatales.

Abordar la importancia de la comunicación entre maestros y padres de manera continua

a través, como mínimo

o conferencias de padres y maestros por lo menos una vez al año, durante las cuales el pacto será discutido como el pacto se relaciona con el rendimiento individual del niño

o informes frecuentes a los padres sobre el progreso de sus hijos;

o acceso razonable al personal, oportunidades para ser voluntario y participar en las actividades de su hijo clase y observación de las actividades del aula; y

o Asegurar una comunicación significativa y regular entre los miembros de la familia y

personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender (ESSA, Sección 1116 (d) (1-2))

Trate a cada niño con dignidad y respeto

Esforzarse por abordar las necesidades individuales del estudiante

Reconocer que los padres son vitales para el éxito del niño y la escuela.

Proporcionar un entorno de aprendizaje seguro, positivo y saludable

Asegurar que todos los estudiantes tengan acceso a experiencias de aprendizaje de calidad

Asegurar que el personal de la escuela comunique expectativas claras de desempeño a los estudiantes y padres

Padre

El padre entiende que la participación en la educación de su estudiante ayudará a su logro.

y actitud. Por lo tanto, el padre continuará llevando a cabo las siguientes responsabilidades de la mejor manera

su habilidad:

Ser voluntario en el aula de su hijo

Apoyando el aprendizaje de su hijo

Participar, según corresponda, en las decisiones relacionadas con la educación de su hijo y el uso positivo de tiempo extracurricular

Crear un ambiente hogareño que apoye el aprendizaje

Enviar al estudiante a la escuela a tiempo, bien alimentado y descansado regularmente

Asistir a funciones escolares y conferencias

Anime a su hijo a mostrar respeto por todos los miembros de la comunidad escolar y la propiedad escolar

Revise todas las comunicaciones de la escuela y responda con prontitud

Estudiante

El estudiante se da cuenta de que la educación es importante. Él / ella es el responsable de su propio éxito.

Por lo tanto, se compromete a llevar a cabo las siguientes responsabilidades de la mejor manera posible:

Llega a clase a tiempo todos los días

Desarrollar una actitud positiva hacia la escuela

Sea responsable de completar la tarea a tiempo

Sea cooperativo siguiendo las instrucciones del maestro y pida ayuda cuando sea necesario

Hacer un trabajo diario que sea ordenado y refleje el mejor esfuerzo del estudiante

Sea respetuoso con todos los miembros de la escuela y con la propiedad escolar

Title I Parent and Family Engagement

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

A. Definition of Parent and Family Engagement

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

1. that parents and family members play an integral role in assisting their child's learning;

2. That parents and family members are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

4. That the School utilizes activities to support parent and family engagement in the Title I programs.

B. Purpose and Operation of Title I Program

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

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the School's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Head of School/Director/Executive Director or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

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

engagement.

C. Annual Meeting and Program Evaluation

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

D. Parent and Family Engagement Efforts

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

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

School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs in order to provide equitable services to students enrolled in private schools. The Head of School/Director/Executive Director or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan, and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;

2. Provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;

3. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

4. With the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the School's parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school's academic standards;

5. Strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;

7. Design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;

8. With the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;

9. Distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

10. Coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;

12. Ensure that parents are involved in the school's Title I activities; and

13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. Notice Requirements

School officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to

the extent practicable, in a language the parents can understand.

1. Program for English Learners

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

The reasons for the child's identification;

The child's level of English proficiency and how such level was assessed;

Methods of instruction;

How the program will help the child;

The exit requirements for the program;

If the child has a disability, how does the language instruction educational program meet the objectives of the child's individualized educational program (IEP)

Any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and

Notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. School Report Card

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

a. The following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

b. The performance of the School on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and the School as a whole;

c. the percentage and number of students who are assessed,

ii. Assessed using alternate assessments,

iii. Involved in preschool and accelerated coursework programs, and English learners achieving proficiency;

d. The per-pupil expenditures of federal, state, and local funds; and

e. Teacher qualifications.

3. Teacher Qualifications

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

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

4. Student's Academic Growth and Achievement

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

5. Parental Rights and Opportunities for Involvement

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

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

F. Website Distribution of Information

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

1. The report card described in subsection E.2, above; and

2. Information on each assessment required by the state and, where feasible, by the School, organized by grade level. The information must include:

a. The subject matter assessed;

b. The purpose for which the assessment is designed and used; c. the source of the requirement for the assessment;

d. If available, the amount of time students will spend taking the assessments and the schedule of the assessments; and

e. If available, the time and format for distributing results.

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

Grievance Procedures for Employees, Parents, and Students

The First Reading Approved by the Board on 11-29-2017

Complaint Procedures:

East Voyager Academy takes allegations of harassment, discrimination, or alleged mistreatment in any form very seriously and intends to investigate all official complaints. East Voyager Academy will take appropriate actions against all substantiated allegations. Employees who believe they are being harassed, discriminated, or mistreated are requested to take the following actions:

- In the event you feel you are a victim of mistreatment in any form, you should contact the Principal or supervisor immediately. In the event that the Principal or supervisor is the alleged mistreator, you should contact the next level of management immediately or the Chair of the East Voyager Academy's Governing Board.
- Any employee who is uncomfortable with face-to-face interaction may write down their complaints in a memo and submit them to the Principal.
- All complaints will be handled in a timely manner. While due to the need to investigate, absolute confidentiality may not always be possible, the complaint will be handled in as confidential a manner as possible. Except as required by law, under no circumstances will information concerning any employee's complaint be released by East Voyager Academy to any third person or to anyone within EVA who is not involved in the investigation.

The purpose of this provision is to maintain impartiality and confidentiality to the extent possible. Both the reporting individual and the accused have equal privacy rights under the law. East Voyager Academy must respond accordingly.

Retaliation against any person who in good faith reports or complains about harassment, discrimination or mistreatment is unlawful and will not be tolerated. Employees who take part in any retaliatory action will be subject to disciplinary action including immediate termination from employment. Unlawful retaliation may include, but is not limited to, any of the following actions as a result of an employee's complaint or involvement in an investigation of harassment or discrimination:

- Demotion;
- Poor performance appraisals;
- Transfers;
- Assignment of demeaning tasks; or
- Taking any kind of adverse action against a person who complains or is involved in an investigation of sexual harassment or discrimination

In addition to using EVA's complaint process, an employee may file a formal complaint with the United States

Equal Employment Opportunity Commission (EEOC). Additional information may be found by visiting http://www.eeoc.gov/employees/charge.cfm.

Parent and Student Grievances

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the EVA Governing Board has adopted orderly processes for handling complaints on different issues. The Principal can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the Principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied.

Procedures:

- To ensure open school/home communications, parents are requested to go to their child's teacher first with concerns, questions, or when the parent is notified of a specific event.
    - If the issue is not resolved at the teacher level in a timely manner, then the parent has the right to present the grievance in writing to the Principal within 10 calendar days following notification of the event.
- Issues not resolved by the Principal within 5 days can be referred to the Board with a written request to the Board Chair for a hearing before the Board.
    - The Board shall discuss the request at the first board meeting after the written request is submitted to the Board Chair and will make a decision whether or not to have a hearing on the request.
    - The Board will follow-up with a written response to the request for a hearing within ten (10) business days of the board meeting. Failure of the parent to attend the hearing shall end the grievance procedure.

CODE OF CONDUCT PLEDGE
Sign and return to the Homeroom Teacher

EVA requires all students to abide by the *Code of Conduct*. Upon admission, students are expected to sign the pledge and conduct themselves accordingly. The success of EVA*'s Code of Conduct* depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life. EVA expects all students to act with the highest standards of honesty, integrity, fairness, truthfulness, trustworthiness, and respect for the rights of others.

EVA is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's mission:

As the parent of _____, I pledge to:

- ●maintain high expectations for my child and the school
- ●demonstrate consistent interest in my child's progress at school
- ●support my child's best efforts
- ●model school expectations and encourage their use as described in the *Code of Conduct*
- ●support and work with school staff to promote my child's learning
- ●resolve concerns at the lowest level in the organization chart possible

I have read the *Code of Conduct* and support the rules and expectations outlined herein.

Parent Signature:_____Date:___/___/___

As a student at EVA, I pledge to:

- ● project a positive attitude in all that I do
- ●be responsible for my achievements and my mistakes
- ●make smart choices
- ●stay on task at all times
- ●respect myself and others in the school community

Student Signature:: _____Date:___/___/____

School Provided Technology Acceptable Use Agreement 2026-2027

1. Receiving your Device

a. One Chromebook is being loaned to the Student and in good working order. The Student/Parent acknowledges and agrees that the Student's use of the school Property is a privilege and that by the Student's agreement of the terms hereof, the Student acknowledges the Student's responsibility to protect and safeguard the school Property and to return it in the same good condition upon request by East Voyager Academy.

b. Parents and students must sign and return this agreement before the Chromebook can be issued to the student.

c. Chromebooks will be collected at the end of each school year, on a date to be determined, so they can be checked for serviceability and to be stored for the summer. Whenever possible the student will get the same Chromebook for each year they attend East Voyager Academy.

d. One charger will be provided to the homeroom. Students will use it to charge the Chromebook during the day. This charger will NOT go home. If the family needs a charger staying home, you can purchase one from our school store for $15.

e. There will be no cost for students unless there is intentional damage or neglect.

2. Device Ownership and Responsibility

a. The Chromebook is owned by East Voyager Academy and will remain the property of East Voyager Academy and is loaned to the student for educational purposes only for the academic year.

b. All Chromebooks need to be returned to school at the end of the school year, or if the students who terminate the enrollment at East Voyager Academy for any reason. If a student fails to return the Chromebook, EVA will apply a police report for insurance purposes.

c. The student is responsible for the general care of the Chromebook that has been issued by the school.

d. If the Chromebooks must be sent out for repair, a loaner will be provided if available. Students will not attempt to disassemble any part of his or anyone else’s Chromebook nor will he attempt any repairs. Any cost associated with the repair or replacement of a unit that is due to intentional damage will be the responsibility of the student/family.

e. Chromebooks that are lost or stolen must be reported immediately to the Tech Coordinator. For lost property, the school will provide a replacement Chromebook and any cost associated with the replacement of the unit will be charged to the parent.

f. Identification labels have been placed on the Chromebooks. These stickers must not be removed or modified. If they become damaged or missing contact the Tech Coordinator for replacements.

g. Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the consent of the teachers, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other

applicable school policies.
h. Chromebooks must remain free of any writing, drawing, stickers or labels that are not the property of East Voyager Academy.
i. Students may be selected at random to provide their Chromebook for inspection.
j. Take care when carrying the Chromebook so as not to drop it. If it is in your backpack be sure not to throw your backpack or put anything heavy on top of it. Do not place anything on your case that could put pressure on the screen, do not lean on the screen at any time. Only use a soft clean cloth to clean the screen. Do not drink or eat while using your Chromebook as liquid spilled on the keyboard will damage the computer.
k. When not using your Chromebook, always store it in a secured location.
l. Chromebooks must never be left in an unlocked car or any unsupervised area. Chromebooks must not be left in a hot car. Intense heat can damage the device.

3.Using your Chromebook

a. Login to the Chromebook is restricted to one user. The Student agrees not to make attempts to change this. If the Chromebook is stolen, the device can be locked remotely rendering the device useless.
b. Inappropriate media may not be used as background images, screensavers or profile pictures. Visual representation of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols and other inappropriate content is not acceptable and use of such material may result in disciplinary actions and/or loss of privileges.
c. School property may be used by the student only for non-commercial purposes, in accordance with the school's policies and rules, the EVA Acceptable Use and Internet Safety Policy as well as local, state, and federal statutes.
d. The Google Classroom network is provided for the academic use of all students and staff. The student agrees to take no action that would interfere with the efficient, academic use of the network.
e. An email account will be available for each student to use for appropriate, academic communication with other students and staff members only. This email is for communication within the East Voyager Academy.

Student Responsibilities

Your device is an important learning tool and is to be used for educational purposes only. In order to take your device home each day, you must be willing to accept the follow responsibilities:
When using the device at home, at school, and anywhere else I may take it, I will follow the policies of East Voyager Academy, especially the Student Code of Conduct and the Acceptable Use and Internet Safety Policy and abide by all local, state, and federal laws.
• I will treat the device with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby, and I will keep my device in my school-issued protective case at all times.

• I will not lend the device to anyone, not even my friends or siblings; it will stay in my possession at all times.
• I will not load any software onto the device that is deemed inappropriate
• I will not remove programs or files from the device.
• I will not give personal information when using the device.
• I will bring the device to class and recharge it at school every day.
• I will not use my device to access personal email accounts such as Gmail or Yahoo, not pertaining to classroom activities.
• I agree that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication.
• I will keep all accounts and passwords assigned to me secure, and will not share these with any other students.
• I will not attempt to repair the device.
• I will return the device at the end of the school year, or the time I withdraw from school.

Parent/Guardian Responsibilities

Your son/daughter/ward has been issued a device to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this computer:
• I will supervise my child's use of the device at home.
• I will discuss our family's values and expectations regarding the use of the Internet and email.
• I will supervise my child's use of the Internet and email.
• I will not attempt to repair the device, nor will I attempt to clean it with anything other than a soft, dry cloth.
• I will report to the school any problems with the device. I will not load or delete any software from the device.
• I will make sure my child brings the device to school every day.
• I understand that if my child comes to school without the device, I may be called to bring it to school.
• I agree to make sure that the device is returned to school at the end of the school year, or when requested and upon my child's withdrawal from East Voyager Academy

Parents/guardians be advised that determined users may be able to gain access to information, communication and/or services on the Internet which the school has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Students accessing the Internet through the school’s computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet. The East Voyager Academy has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the School's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the East Voyager Academy's Acceptable Use and Internet Safety Policy for the student's access to the East Voyager Academy's computer network and the Internet. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy.
I am, therefore, signing this agreement and agree to indemnify and hold harmless the East Voyager Academy against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his/her access to such networks or his/her violation of the Acceptable Use and Internet Safety Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his/her access account if and when such access is not in the school setting.

Policy: Use of Wireless Communication Devices
The board recognizes that wireless communication devices have become an important tool for communications and information access. The Board is committed to supporting student wellness by fostering a healthy understanding of how technology should be used in daily life. We recognize that technology is an integral part of our world—and for many students, it represents both a learning tool and a potential career path. As such, we believe it is essential to teach balanced, responsible digital habits that promote well-being and sustain a focus on learning.

A wireless communication device is any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including: cell phones, smart phones, tablet computers, netbooks, laptops, paging devices, two-way radios, gaming devices, Bluetooth-enabled ear buds and headphones, and smart watches.
This policy does not apply to school-issued and managed devices, which are governed by School Provided Technology Acceptable Use Policy.
East Voyager Academy of Charlotte believes the school day should be a time for focused learning, engagement, and personal growth. To support this, we are reinforcing the importance of maintaining an environment that is free from unnecessary distractions.
To support a learning environment that prioritizes academic and social-emotional development, we ask families to talk with their children about this policy and help reinforce the importance of using personal communication devices responsibly and only as permitted during the school day. We do not permit students to bring wireless personal devices to school. If a student brings a personal wireless device to school and it is seen or heard during the day, the device will be confiscated and turned in to the administration. The administration will follow the progressive discipline policy to address

the unauthorized use of a personal digital device on school grounds.
A. Authorized Use
Personal Wireless Communication Devices may not be used, displayed, or turned on during the instructional day at any grade level, except as follows:

(1) If authorized by a teacher for educational purposes or for use in the event of an emergency. School principals are authorized to set school

rules specifying the parameters for teachers to grant permission to use a device for educational purposes.
(2) As required by the student's individualized education program or Section 504 plan.
(3) As required to manage a student's health care, in accordance with a documented medical condition.

1. At the elementary and middle school level, the "instructional day" begins with the early arrival time (7:15 a.m.) and ends at dismissal at 3:25.
2. This policy is also in effect in the after school program or after school activities up until 5:30 p.m. daily.
Bluetooth-enabled earbuds and headphones are not permitted when wireless communication devices are not allowed. Headphones may be used for instructional purposes when connected to the school-issued device.
No permission is required to call 911 emergency services when appropriate. Each classroom has a telephone accessible to staff and students for 911 emergency calls when appropriate.
B. Consequences for Unauthorized Use
If a wireless device is seen, heard or used without permission during the instructional day, the device will be confiscated, turned in to administration and a warning will be issued to the student with parent notification for the first offense. Repeated violations will result in a formal parent conference with school administration, as well as other applicable consequences under the Code of Conduct. Confiscated devices will be returned to the parent at the end of the school day or at a scheduled parent conference
The principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.
The following factors should be considered when determining appropriate consequences when the wireless communication device is used:
(1) to reproduce images of tests, obtain unauthorized access to school information, or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation, or

school rule;
(2) to bully or harass other students;
(3) to send illicit text, email messages, or images;
(4) to take, send, or post to social media outlets illicit photographs, audio, or video recordings;
(5) to take, send, or post to social media outlets, photographs, audio, or video recordings of non-public events without the explicit permission of the individual whose image or voice is recorded; or
(6) in any other manner that would make more severe disciplinary consequences appropriate.

Students must comply with all applicable board policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to wireless access use. Any use that violates state or federal law is strictly prohibited.
C. Search of Wireless Communication Devices
A student's wireless communication device and its contents, including, but not limited to, text messages, digital photos, and files, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule (beyond mere possession of the device). The scope of such searches must be reasonably related to the objectives of the search.
D. Liability
If students violate the policy and bring a personal wireless device to school, then the students are personally and solely responsible for their wireless communication devices. The school system is not responsible for the theft, loss, or damage of a cellular phone or other personal wireless communication device.
Legal References: G.S. 115C-36, -390.2
Adopted: 1/6/2026

iREADY LOGIN INSTRUCTIONS

Username: First letter of first name and first letter of last name+last 6 digit of student ID (Student ID located on the report card)
Password: iready

Directly link to website:
https://drive.google.com/file/d/1ESkqehp15ZtbEby0SIL83TgZkIntFDJx/view

Or go to:
www.eastvoyager.org
Click on “Academic” tab on the top of the screen
Select “Student Landing Page”
Click on “Download PDF”
Click on “iReady” icon on top right corner

Please sign this form and return THIS PAGE ONLY to the homeroom teacher by the second day of the school. This signed form MUST be received BEFORE the Chromebook will be issued to the student.

STUDENT SIGNATURE

I have read, understand and agree to abide by the terms of the Acceptable Use and Internet Safety Policy of the East Voyager Academy. Should I commit any violation or in any way misuse my access to the East Voyager Academy's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the East Voyager Academy's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines. I have read and understand the responsibilities of use of the school-owned equipment.

Student Signature

_____ _____

Student Name (PRINT CLEARLY) Grade

_____ _____

Student Signature Date

PARENT SIGNATURE

I have read and understand the responsibilities of my child's use of the school-owned equipment and my responsibilities as the parent/guardian.

Parent/Guardian's Name(s) (PRINT CLEARLY) _____

Parent/Guardian's Signature(s) _____ Date_____