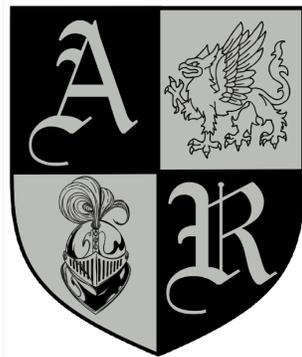


American Renaissance School



Student Handbook 2019-2020

Academic Excellence
Respect
Safety
Integrity
Support

American Renaissance School**Elementary Campus**

132 East Broad Street

Statesville, N. C. 28677

704-924-8870

704-873-1398 (Fax)

American Renaissance School**Middle Campus**

217 South Center Street

Statesville, NC 28677

704-878-6009

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<http://www.arsnc.org>**Executive Director**

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AMERICAN RENAISSANCE SCHOOL VISION

To be the best choice for education in North Carolina.

AMERICAN RENAISSANCE SCHOOL MISSION

To ensure a standard of academic excellence by providing a nurturing environment that allows each child to reach their fullest potential as students and citizens.

SCHOOL HOURS:

Elementary School: 7:30am - 3:30pm Monday - Friday

Middle School: 7:30am - 3:30pm Monday - Friday

Before School Care: 6:30am - 7:30am Monday - Friday

After School Care: 3:45pm - 6:00pm Monday - Friday

ACADEMIC EXCELLENCE

Providing a rigorous and relevant curriculum with all involved being committed to the highest expectations of performance in all areas

RESPECT

Being thoughtful of or showing regard for the worth or value of someone or something:
treating everyone and everything, especially one's self, with dignity

SAFETY

Being free from threat, both physically and emotionally

INTEGRITY

Knowing and choosing right over wrong;
Being responsible and taking ownership of our behavior as individuals

SUPPORT

To advocate learning and growth through trusting relationships,
positive motivation, and service in a collaborative environment

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Welcome

This handbook is prepared for students and parents of American Renaissance School. It provides important facts on school attendance, immunization requirements, rules for student conduct, and testing.

Our handbook provides rules for governance and operation of the school set by the Board, the Superintendent, and the Staff. Students and parents should comply with these rules, regulations and directives.

Cooperation among home, school, and the community is essential to ensure that all students receive the full benefit of their education. It is important that students, parents/guardians, and family members read and discuss this handbook and become familiar with its contents.

From ARS Board Members

American Renaissance School is a non-profit organization as required by North Carolina Charter School Law. The ARS Board oversees the operation of the school as a whole. The Board is an advisor to the Superintendent and holds the school accountable both academically and financially.

The ARS Board meets each month in a regularly scheduled board meeting. All ARS Board Meetings are open to our school community and the public as required by the Open Meetings Law and the requirements of all non-profit organizations and schools.

Student Attendance

The Compulsory Attendance Law, N.C. G.S. 115C-378 as amended, states that a student under sixteen years of age **MUST** attend school regularly while school is in session. Unlawful absences will be reported to proper authorities.

Learning is the underlying purpose of every school. When a student misses class or parts of class, he or she does not have the benefit of discussions, demonstrations, experiments, or instruction, which have a tremendous bearing on learning and grades. Repeated absence defeats the purpose of school and jeopardizes the student's chances of promotion. It is the parent's and student's responsibility and obligation to make sure the student attends school unless the student must be absent for one of the following reasons:

- **Illness or Injury:** when the absence results from illness or injury, which prevents the student from being physically able to attend school.
- **Quarantine:** when isolation of the student is ordered by the local health officer or by the State Board of Health.
- **Death in the Immediate Family:** when the absence results from the death of a member of the immediate family of the student (For the purpose of this regulation, the immediate family of the student includes, but is not necessarily limited to parents, brothers, sisters, and grandparents).
- **Medical or Dental Appointment:** when the absence results from a medical or dental appointment for a student.
- **Court or Administrative proceedings:** when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
- **Religious Observance:** if the tenets of a religion to which a student or his/her parent adheres require or suggest observance of a religious event. The approval of such absence is within the discretion of the Board but approval should be granted unless the religious observance or the cumulative effect of religious observance is of such duration as to interfere with the education of the student.
- **Educational Opportunity:** when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity such as travel. The Principal and/or the Board prior to the absence must grant approval for such an absence.

All other absences shall be deemed unlawful. **After three unexcused absences**, the required state procedure will be followed:

- **Written Excuses required:** students must have a written excuse from a parent/guardian for any and all absences from school. This note must be given to the teacher no later than three days after the **child returns to school following an absence**, or the absence will be reported as unlawful. This is required of all parents. (GS 115C-379)
- **Excessive absence:** students who accumulate ten days of excused or unexcused absences will be required to bring a doctor's excuse for any further absence from school and if the doctor's excuse is not provided, the absence will be recorded as unexcused. If a student accumulates ten days of unexcused

absences, a conference with the administration will be required and the student will be required to make up the time after school. The Principal and/or Board may grant exceptions.

- **Early Dismissal of a Student from School:** 1) Parents/guardians are discouraged from picking children up from school early, unless it is absolutely necessary 2) The parent/guardian must pick the child up in the office **before 2:00 p.m.** at the elementary school 3) If **someone other than the parent/guardian** is sent to pick the child up, this person should be listed in PowerSchool as a contact or a dated written note stating that person's name and the time he or she will arrive for the child, is required. **A phone call does not replace the written permission.** Parents/guardians must provide the same written permission if the child is to go home with someone, stay after school, or leave with anyone other than the parent or legal guardian. 4) Students must be signed out on the appropriate form in the school's office.

Family Trips

Before a student may be excused from school for a family trip, written arrangements must be made and approved by the school principal **three days prior** to the trip. Students will be excused for up to **five days per year** for family travels. All students who leave school for an extended trip will be coded in the following manner: excused the first five days and all additional absences are unexcused. The student is responsible for obtaining and completing all class work. **Absence during End of Grade testing should be avoided at all costs!** Students will be asked to complete a presentation/project about their trip to receive an Educational Absence excuse.

Academic Information

Reporting Assessments – One of the primary goals at ARS is for our students to master the objectives in the N.C. Common Core and Essential Standards. ARS expects our students to strive for mastery of the required objectives. Parents will be given detailed assessments four times a year informing them of their child's level of progress towards mastering the N.C. objectives for their grade level.

- Interim Reports: Communication with parents/guardians by means other than formal report cards is encouraged. This may include PowerSchool reports, scheduled parent/teacher conferences, notes, letters, telephone calls, home visits, proficiency reports, and samples of student work. Particular emphasis should be placed on contact with parents or guardians of students who experience difficulty in the school environment.
- Student Progression: In preparing students for productive citizenship in a democratic society, we must deal with the serious issue of retention and promotion. Such a critical decision must be based on clearly outlined criteria.
- Subject Code for 2-8 Grades:
 - A – Excellent Mastery (90-100)
 - B – Very Good Mastery (80-89)
 - C – Satisfactory Mastery (70-79)

D – Slow Mastery (60-69)

F – Unsatisfactory progress (0-59)

- Educators must encourage responsible citizenship while striving for academic excellence. Effort, ability, attendance, achievement, and social, emotional, and physical development must be considered.
- The decision to promote or retain has to be made carefully because the ramifications could affect the quality of the student’s life. Consideration must include input from educators, parents/guardians, and students. The final decision rests with the Principal. (G.S. 115-228)

Homework

Middle School Policy: Homework may be assigned as practice or preparation for the next class; however, teachers will not record grades for homework. Classwork may become homework if it is not completed in class. When work in class is not completed during the class period it will be collected by the classroom teacher for a grade. If the student chooses to work further on the assignment they can stay after school in “7thPeriod.” It is up to the student to make arrangements to stay in this after school study hall. Students wishing to finish incomplete classwork will have 10 days to do so. If this time frame extends into another grading period (Quarter) or the End of the School year, the assignment will be due prior to the end of the Quarter or school year. An extension may be granted on a case by case basis by the teacher or principal.

Late Work: If an assignment is turned in late (after the due date/time), the student will lose 25 points from the assignment. For example: if an assignment worth 100 points is turned in late the maximum amount of points this assignment will receive is 75 points. Late work will NOT be accepted for a grade after the final due date is determined.

Students who are absent will have the number of days they missed to complete their missed work. For example: if a student missed 2 school days, they will have 2 school days to turn in their missed work. Students should check Canvas if possible for their missed class work and information.

Elementary School Policy:

Classwork may become homework if it is not completed in class. Homework may be assigned as practice or preparation for the next class; however, teachers will not record grades for homework. The teacher should not assign an unreasonable amount of homework per night and teachers who share students should communicate to avoid overloading a student. If a student’s grade suffers as a result of not practicing or preparing as expected, the student may be required to stay after school to practice and/or prepare.

Projects: Projects are an extension of learning that occurs in the classroom and represents a form of assessment of learning. Students will be assigned projects periodically that require work outside of school. These projects represent a major learning component and will be graded. Parents are encouraged to provide support to students in completing quality projects; however, the learning experience belongs to the

student and the work should reflect the student's learning and work, not the parents'. Again, teachers who share students should communicate to avoid overloading a student.

Learning Through Real Experiences: All children will participate in this program, which will provide opportunities for students to participate in ongoing activities throughout the community. Because our location is in Historic Downtown Statesville, ARS learners will be within walking distance of the following: five banks, the Civic Center, the Hall of Justice, the Courthouse, Farmer's Market, three newspaper offices, the fire station, the police station, the public library, the Chamber of Commerce, the Children's Museum, Mitchell Community College, and over 100 businesses. Utilizing an integrated curriculum approach, we will involve each learner in experiences that enhance and extend their learning opportunities in all core areas. The learning opportunities are endless as together we build a community of learners.

Notice containing details, fees, chaperones, and transportation will be provided in advance concerning field trips other than daily experiences.

Testing

1. Students grades 3 - 8 will take End of Grade (EOG), End of Course (EOC), and Beginning of Grade 3 (BOG3) reading assessments. Testing is a key factor in determining how much a child has progressed during the year. Students are required to be in attendance for EOG/EOC testing the last 10 days of school and BOGs the 11th-15th day of school.
2. Other K-8 Testing Program Assessments:
 - SchoolNet (Classroom Assessments)
 - NC Check-Ins (State Benchmarks)

Student Uniform and Dress Code

ARS has a Board approved student uniform policy. If a student is not wearing appropriate school attire, administrative staff will either allow the student to select uniform clothing from the school clothes closet or call parents and ask them to bring the appropriate clothing for their child to school as soon as possible. **Uniform clothing should not have any rips or tears.** Bandanas, hats, and other headgear are not permissible unless a special dress day is designated. Tennis shoes are required K-8 on days students have PE.

GIRLS: the uniform is khaki or navy dress pants / slacks, shorts, skirts, capris, or skorts and approved ARS shirts. **Skirts, skorts, and shorts have to be mid way between the top of the thigh and the top of the knee. No jeans or denim.**

BOYS: the uniform is khaki or navy dress pants / slacks or shorts and approved ARS shirts. **Shorts have to be mid way between the top of the thigh and the top of the knee. No jeans or denim.**

FREE DRESS DAYS: On days students are permitted to dress out of uniform, it is expected that all clothing is school appropriate. **This means clothing should not have any rips or tears; shorts, skorts, and skirts must be mid way between the top of the thigh and the top of the knee; and strapless tops, spaghetti straps, and tank tops are not permitted. If in doubt: jeans without holes, t-shirts free of obscene designs or holes, and hoodies free of obscene designs or holes are always acceptable for free dress days.**

ONLY approved ARS jackets and sweatshirts can be worn in the building. Students are **not** allowed to wear sports jerseys (including those jerseys, t-shirts associated with the local recreation teams) except on designated special dress days. Baseball caps, stocking caps, or hoods of jackets *may not be worn inside* the school building. *Uniforms and other clothing for non-school activities may be brought and stored in lockers to be changed into after school is dismissed.*

BACKPACKS: *All students must have a book bag of some type. You may use either a messenger style bag or an elementary sized backpack style bag. No rolling book bags are allowed!*

In grades 4-8, all students are required to use the school approved iPad case which cannot be removed from the iPad at any time for any reason.

1:1 Device Program: Student and Parent Agreement

American Renaissance School provides 1:1 iPads for students in grades 4-5 and Chromebooks for students in grades 6-8. These devices are provided to students for educational use only and remain the property of the school. Devices may be taken and inspected at any time, and students should have no expectation of privacy. Access to the devices may be revoked at any time due to inappropriate use or abuse.

Cases (iPad Only)

Your iPad will be issued to you with a school-owned case already installed. You may not remove this case for any reason. You may not draw or place stickers on the case. You may not purchase and use your own case. Do not remove any labels or stickers that are attached to the case when you receive your iPad. Case damages are not covered by insurance, and you may be billed for damages beyond what the school deems “reasonable wear and tear.”

Software & Content

You do not have access to the App Store or Play Store to install apps. All software required for class will be installed automatically. You are not permitted to install or remove any software on the iPad. You may only install iOS or ChromeOS updates when instructed to do so. You may access media and ebooks; however, content must be school-appropriate and legally purchased.

Hardware

Your device comes with a charger cable and a charger brick. Keep your device, charger cable, and charger brick in clean and working condition. Do not place them in compromising situations

that may cause loss or damage. Take steps to ensure that your device and charger will remain safe and functional. Handle the cable with care, as Apple cables are notoriously fragile.

Insurance

All devices are covered by an accidental damage insurance policy. This policy does not cover loss, theft, or misplacement. All damage claims must be turned in to the Technology Director immediately. In the case of an event that is not covered by our protection policy, the family will be responsible for the full cost of repair or replacement. A \$50 repair fee will be charged for each covered incident.

Assignment

You will be assigned the same iPad each year in grades 4-5 and the same Chromebook in grades 6-8. You may eventually get the option to purchase your assigned device, so keep it in good working order. The device is assigned to you for educational use by you and your parents only. Do not loan your device or charger to anyone.

Apple ID (iPad Only)

An Apple ID is strongly recommended so that you may store and backup data to iCloud. You may use a managed Apple ID issued by the school or a personal Apple ID set up at home.

Care

You may clean your device with a microfiber cloth. Do not use cleaning chemicals of any kind as it may damage the surface of your device. Do not use your device in compromising or dangerous situations. Do not leave it in places where it may be accidentally damaged, such as on a sofa or chair where someone may accidentally sit on it or on the edge of a table where someone may accidentally knock it to the ground. Do not stack items on top of your device or place it in the same bag / pocket as other heavy items that might damage it. Do not place it on the floor where someone may step on it. The device is your responsibility, and it must be kept in clean, working condition.

Accessories

You may purchase and use certain accessories with your device, such as an iPad keyboard or camera connection kit. If you are purchasing an iPad keyboard, be sure that it is not part of a case as you may not remove the school-owned case that comes with your iPad. These accessories remain your property, and the school may or may not be able to provide assistance using or configuring these accessories.

Expectations

4th grade students will keep their iPads in their first period classroom. When you arrive at school each morning, ensure that your iPad is fully charged. Check your email, PowerSchool, and Canvas for any assignments or updates that you may need to be aware of to exhibit Academic Excellence. At the end of the day, you will return your iPad to your first period classroom and plug it in to charge overnight. 4th grade teachers may allow students to take iPads home at their discretion; see the 5-8 expectations below.

5th, 6th, 7th, and 8th grade students will take their devices home. Bring your device to school each day fully charged. Although a fully charged device battery should last all day, you may also want to bring your charger just in case. Arriving to school without your device or with a dead battery is the same as arriving unprepared. Disciplinary action may be taken, and you will have to complete the day's work on paper. You should consistently check your email, PowerSchool, and Canvas to stay on top of your classes and exhibit Academic Excellence.

Loaners

ARS has a limited number of loaner devices available for students whose assigned devices are being repaired. Students who simply forget their iPad at home are not permitted to use loaner equipment. Loaner equipment will not be sent home for any reason.

Backups

The iPads automatically back up to iCloud when plugged in and connected to Wi-Fi provided you have logged in with an Apple ID. You should ensure that information on your iPad is backed up to iCloud or stored in the ARS Google Drive. Chromebooks automatically back up their data to the ARS Google Drive. Your data is your responsibility.

Security

You should take time to memorize your passwords for various school systems and your Apple ID. Do not write down your passwords and leave them in a place where others may find them. Students are not permitted to set lock codes on their iPads. Additionally, teachers may impose additional restrictions and remotely view device screens at any time.

****Keep the previous page for your records. Sign and return this page to the school.****

Legal Agreement

My parents and I have read the 1:1 Device Program: Student and Parent Agreement document and agree to the rules and expectations outlined therein. We understand that the device is school property and may be revoked or inspected at any time. We agree to keep the device in clean, working condition and immediately report any damage or loss to the Technology Director. We will not install unauthorized apps or inappropriate content. We understand that while the device remains school property, we are solely responsible for any and all damages that occur while it is in our possession and will be financially responsible for any and all repair or replacement costs.

Cell phones

While in school or involved in school related activities, students may not use their cell phones for any reason including but not limited to, making phone calls, sending or receiving text, visiting social media sites, or taking pictures or video. Cell phones carried to school should be put into a student's locker or book bag from 7:30am until they are dismissed and outside of the building. Caution should be used during dismissal if a student is trying to contact their ride and walk across the street and/or to their car. Teachers may allow cell phones in certain cases and in certain school trips but that will be shared as necessary. If a student is using their cell phone without permission the teacher or staff member will ask for the cell phone and a parent or guardian will be contacted to pick it up from the front office by the end of the day.

Health Care Guidelines

In the case of illness, we will contact a parent/emergency contact to pick up your child, to prevent transmission to other children and provide comfort for the child.

ARS understands it is difficult for a parent to miss work. We suggest that alternative arrangements be made in advance.

We will contact you to pick up your child for the following conditions:

- *temperature of 100.5 or more*
- *temperature of 99.5-100.5 (in addition to symptoms such as rash, headache, cough, sore throat, abdominal pain)*
- *vomiting*

- *diarrhea/loose stools, inconsistent with usual bowel movements and not associated with antibiotic use*
- *suspicious rash*
- *purulent drainage from eyes/symptoms of pinkeye or other contagious eye infection*
- *colored or copious nasal discharge (if transmission cannot be controlled)*
- *symptoms requiring one-on-one care or causing severe discomfort*
- *open or oozing wounds/infections*

When returning your child to ARS or ARS-related events (including before/after school activities, clubs, sports) following an illness, please remember:

- *child must be free from symptoms such as fever, vomiting, diarrhea (without fever reducing medication) for a full 24-hour period prior to returning*
- *a child prescribed an antibiotic must take it for 24 hours before returning*
- *any contagious illness or communicable disease (such as measles or chickenpox) requires a doctor's note, specifying the child is no longer contagious, prior to returning*
- *child must be able to participate in ALL activities (including outdoor play) upon return to school. If your child is unable to go outdoors, A DOCTOR'S NOTE, including a limit to the time when the child must remain indoors, is required.*

Immunization Requirements

Before a child enters school for the first time, they are required to receive the following shots:

1. DTaP (diphtheria, tetanus, and acellular pertussis) – 5 doses on or after age 4
2. Polio – 4 doses on or after age 4
3. Hib (haemophilus influenzae type B) – 3-4 doses before age 5
4. Measles – 2 doses
5. Mumps – 2 doses
6. Rubella – 1 dose
7. Hepatitis B – 3 doses
8. Varicella (chickenpox) – 2 doses unless documentation of disease history is provided.

Children entering 7th grade should be up to date with all of the required vaccines listed above. In addition, all children entering 7th grade who have reached 12 years of age on or after July 1, 2015 are required to have one dose of Tdap vaccine and one dose of meningococcal vaccine.

Policy for Administration of Non-Prescription Medications:

- State law requires a ***Prescription Medication Form*** signed by the parent and by written order of a physician (prescription labels are permitted).

- The form must specify both the dosage and the time to be administered.
- The medication must have a current pharmacist's label, in the **original bottle**. The label must include the child's name, dosage, date, and the name and number of the physician.

Visitors

Visitors are welcome in our school. Everyone, **including parents**, should report to the school office first to sign in via the online sign in and wear a visitor's pass to help ensure the safety of students. Parents are especially encouraged to volunteer and visit during lunch times.

- Conferences with the teachers or administrators should be arranged **in advance**. Preschool age children must remain in the company of the parent.
- Volunteers, parents, business partners, and other community volunteers are vital to the successful educational program. We encourage you to consider being a tutor, a mentor, lunch buddy, speaker, project judge, or helping with clerical work. Please call the school if you wish to volunteer. Remember that if other children accompany the volunteer to school, the tasks assigned will likely be outside of the classroom to minimize distractions.
- Community partnership is an important aspect of our school's daily life. Organizations wishing to utilize our facilities for meetings must first seek permission from the Head of School. In order to maintain our high standards of safety, childcare **must** be provided by the organization during their meeting. Children **must have** supervision and may not enter classrooms.

American Renaissance School

Discipline & Due Process Policy

It is the objective of the American Renaissance School Board of Directors (Board) to maintain the orderly, efficient, and safe operation of American Renaissance School while respecting the individual rights of students. Students may be suspended, expelled, or excluded from school in accordance with state law and Board policy. All levels of student violations will initiate disciplinary consequences.

The ARS Code of Conduct will be distributed to parent or guardian (*hereafter referred to as parent*) and students at the start of the school year. The policy and its consequences

will be discussed with students and parents and reviewed periodically with their teachers.

Parents/Guardians should review the behavior guidelines below and complete the acknowledgement statement found at the back of this handbook or online via MyPaymentsPlus. This statement must be returned to the school and kept on file. General classroom behavior guidelines (PBIS) will be discussed in each class and distributed to parents during the first week of school. All ARS staff members will review these expectations with students and parents/guardians on a regular basis.

Any ARS student who disrupts the learning environment may be referred for behavior assessment. The building level principal will keep a log that will include the student's name, grade, and date of referral, as well as the behavior of concern, and the name of the teacher. The parent will be notified of inappropriate behavior in person, via email, or by a telephone call.

Positive Behavioral Interventions and Supports (PBIS)

American Renaissance School shall establish a school-wide system of discipline which utilizes positive behavioral supports. American Renaissance School shall establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel shall provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. American Renaissance School shall establish a school leadership team which meets regularly to review behavioral and related data and guide the positive behavior process.

Role of PBIS – A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

MTSS is utilized to identify behavior trends and implement interventions to help students who struggle with behavior.

Definitions

- Appeal – parent request for review by the Board, of action taken at a formal long-term suspension hearing.
- Board – Members of the American Renaissance School Board of Directors.

- Formal Hearing - a process of review conducted at the Board level by the hearing officer and select Board members.
- Hearing Officer - The Board's designee who conducts formal hearings.
- Informal Hearing - The provision for direct communication between the principal and the student to ensure the opportunity for a student to respond to any allegation giving rise to disciplinary action.
- Plagiarism- Presenting the oral, written, or visual work of another individual as your own.
 - Failure to properly cite or give credit to the work of another

Interventions

- Loss of Privileges: revocation of the right to participate in social and/or extracurricular activities
- Time out: a disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down, and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office, or in another classroom. Middle school students may be assigned a consequence that is more age-appropriate.
- Confiscation of cell phones, electronics, toys, etc.: teachers may confiscate items that pose a distraction to the learning environment at their discretion. Items may be returned at the end of the day or sent to the office for pickup by a parent.
- School Specific Interventions: interventions that are used for certain behavior infractions.
- Restitution or Repair: payment or repair for damages to personal or school property.
- After School Detention: held at the school site. A staff member monitors the Detention activities. The child does not miss class time.
- Referral to Student Services or Mental Health Professional: school based counseling aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, and/or anger management counseling.
- Behavior Plan: a student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.
- Threat Assessment: multidisciplinary assessment used to validate a verbal, nonverbal, or written threat by a student. Student and parent interviews are conducted if necessary.

Administrative Interventions

- Short-Term Suspension: suspension from school, school activities, and school grounds for a period of up to ten (10) school days.
- Long-Term Suspension: suspension from school, school activities, and school grounds for more than ten (10) school days (less than exclusion or expulsion).

- Exclusion: Permanent removal of the student from school, school activities, and school grounds. A charter school student who has been excluded may return to his local educational agency pursuant to North Carolina law.
- Expulsion: Permanent termination of the student-school relationship. This applies only to students whose continued presence constitutes a clear threat to the safety of other students or school staff.

Policy

1) Short-Term Suspension

The principal may invoke a short-term suspension only after investigating the misconduct, confronting the student with the allegations, and giving the student an opportunity to respond. The principal may invoke a short-term suspension only for a violation of Board policy or procedure or as provided in G.S. 115C-391.

When a student is issued a short-term suspension, the Principal shall:

- a) Send a written notice to the parent adequately stating the charge against the student and containing sufficient facts to describe the nature of the offense.
- b) Make every effort to hold a conference with the parents before or at the time the student returns to school. A short-term suspension may not be appealed to the Board.
- c) *If the Principal witnesses or is made aware of any serious student misconduct and has reasonable grounds to believe that immediate removal of the student is necessary to restore order or to protect school property or persons on the school grounds, the student may be suspended immediately for not more than three (3) school days. In such cases, the Principal is not required to conduct a full investigation before suspending the student.*

2) Sending a Student Home During the School Day

When a student is suspended, a reasonable attempt shall be made to reach the student's parents to inform them of the school's action and request that they come to the school or make arrangements for the student to leave the school. If the parents are available to receive the student, but unable to make arrangements for pick up, the school may provide transportation. A suspended student may only be released to a parent or to another adult at the request of the parent. If the parents are unreachable, then the student must remain on school property until the close of the school day, unless, in extreme circumstances, immediate removal of the student from school grounds is necessary to restore or maintain order or to protect school property or people on the school grounds

3) Long-Term Suspension

a) Initiation of Notice and Proceeding

If the Principal, following the investigation, determines that a long-term suspension is appropriate, a short-term suspension of ten (10) school days shall be invoked and a recommendation to invoke a long-term

suspension shall be made, in writing, to the Board. The Principal also shall send a copy of the recommendation by mail to the student's parent. The student and parent shall be informed of the Procedures for Suspensions and Expulsions. The written recommendation to the Board shall state the charges against the student and contain sufficient facts to describe the nature of the offense. The Board shall approve or disapprove the long-term suspension within five (5) school days following receipt of the principal's recommendation if the parent does not ask for a formal hearing. If the Board approves the long-term suspension, it shall identify the information that will be included in the student's official record and describe the procedure for expunging that information.

b) Formal Hearing

If a formal hearing is desired, the parent must notify the Board in writing within three (3) school days following the notice of impending long-term suspension. If the parent fails to appeal within three (3) school days, they waive the right to a formal hearing. The Board shall appoint one board member to serve as the hearing officer. The hearing officer shall have no vote. Upon receipt of a notice of appeal, the principal shall notify the hearing officer who shall appoint two panel members and a recorder from the Board. The hearing shall be convened and conducted by the hearing officer within five (5) school days following the request. The following rules shall govern all formal hearings:

- i) The hearing shall be private and informal. Rigid rules of evidence need not be observed. The hearing may be attended by the Principal or designee, the student, the student's parents and if desired, the student's representative, the hearing panel and such other persons as the hearing officer deems necessary. If the parent chooses to have legal representation present, notification must be given to the Board and/or hearing officer at least two (2) calendar days prior to the hearing for the Board to engage its own legal representation.
- ii) The hearing panel may consider the testimony of any witness, including hearsay evidence considered reliable by the hearing officer.
- iii) At the hearing, the principal or other representative of the school shall offer competent evidence concerning the student's violation of the Code. The student, parent or the student's representative may then present evidence, including documents and witnesses.
- iv) The Principal or school representative and the student, parent or his or her representative may question the witness presented by the other side. The hearing officer has the power to limit questioning by any person if such questioning is repetitive, immaterial or irrelevant.

- v) Minutes shall be kept of the hearing. After the evidence has been presented and the hearing adjourned, the hearing panel shall proceed to reach a decision in private. The hearing officer may provide advice on policy or procedural issues but will not vote. The decision will be reached by simple majority and will be based solely on the evidence presented at the hearing. Written notification of the hearing panel's decision will be sent to the Principal by the end of the next school day following the hearing. The notice should include a finding as to whether the student violated the Code, and if so shall make a recommendation as to the severity of the punishment. The notice should explain the findings upon which the decision was based as well as any conditions associated with the decision.
- vi) The hearing panel has the final recommendation and shall send written notification of the decision to the parents.

4) Exclusion

Procedures for exclusion shall follow the same due process procedures as outlined in section 3.

5) Expulsion for Firearms/ Explosives

The procedures for long-term suspension in section 3 shall apply in cases involving bomb threats or hoaxes or the possession or use of a firearm or explosive except as follows: The hearing panel shall only decide whether the student committed the violation and not what form of discipline is appropriate. If the hearing panel finds there was a violation, the student or parent/guardian may appeal to the Board as provided in Section (3)(b) above.

6) Suspension of Children with Disabilities

The administration may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of ten days in a school year. The administration may recommend a student with disabilities for long-term suspension or expulsion (greater than 10 days) by following these procedures:

- a) The administration will follow regular procedures for long-term suspension or expulsion as described above.
- b) Once the administration has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- c) The parent will be notified in writing of the time and place of the committee meeting and its purpose.

- d) School personnel may also impose additional removals of the child of not more than 10 school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- e) **Additional Authority**
If the behavior that violates the student code of conduct was not a manifestation of the child's disability and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child. The child's IEP Team determines the interim alternative educational setting for such services.
- f) **Manifestation Determination**
Students who have an IEP are provided the protections under that plan as outlined in State and Federal statute. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for 10 school days in a row or less and not a change of placement), the school, parents, and other relevant members of the IEP Team must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided to determine:
- i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii) If the conduct in question was the direct result of the school's failure to implement the child's IEP.
 - (1) If the school, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school's failure to implement the IEP, the school must take immediate action to remedy those deficiencies.
 - iii) For additional information on procedural safeguards and due process please refer to: Parent Rights and Responsibilities in Special Education Notice of Procedural Safeguards at <http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf>
 - iv) LEGAL REF: G.S. 1115C-112, G.S. 115C-288(e), G.S. 115C-307, G.S. 115C-390, and G.S. 115C-391

7) **Academic Dishonesty**

American Renaissance School's philosophy is to increase a student's ability to work both independently and collaboratively. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation.

Students should do all of their own work, but students should also be willing to assist fellow students when the learning experience can be enhanced. In some situations, assignments or tests are required to be independent of any outside help. Students will be made aware when this is the case and will be expected to act accordingly.

8) Plagiarism

Plagiarism is a serious issue in academia. Students should give credit to the appropriate individuals for their research and writing. It is often difficult to distinguish what should be duly noted and what is common knowledge. It is the role of the faculty to bring this issue into a clearer focus so that students will learn proper citation processes. Through their own research and writing, the constitution of plagiarism will become better defined for the student. Students will begin learning the principles and process of research and writing in Elementary School.

AMERICAN RENAISSANCE SCHOOL BULLYING POLICY

DEFINITION OF BULLYING

Bullying exists when there is repetition, an intent to do harm, and an imbalance of power.

PROCESS FOR DETERMINATION

1. **If the team determines that the incident does not have the three components** (repetition, an intent to do harm, an imbalance of power) the processes below are followed:

1a. It will be deferred to the building level administrator to be handled under the school's existing policies and procedures.

1b. Records will be maintained for reference in the case that future incidents occur and will be used to establish a pattern of behavior.

2. **If the team determines that the incident does have the three components** (repetition, an intent to do harm, an imbalance of power) the processes below are followed:

2a. For the BULLY:

After documenting a pattern of bullying behavior, the following consequences will be facilitated by the principal or designee.

- **First Strike** - the principal will determine the disciplinary action based on the severity of the incident. The parent/guardian will be contacted by the principal. Student will be referred to the school counselor for counseling regarding bullying and the impacts regarding bullying.
- **Second Strike** - the student will serve in or out of school suspension. The number of days and place of suspension shall be determined by the principal, based on the severity of the case. The student will continue to meet with the school counselor for counseling regarding bullying and the impacts regarding bullying. Administrator and counselor will touch base with parent/guardian.
- **Third Strike** - the student will be suspended and asked to report to a hearing in front of the Board of Directors to determine his/her future enrollment at the school.

2b. For the VICTIM :

- The victim will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty.

- These details will be documented by school personnel and further actions may take place.
- The victim will be referred to the counselor as a source of support.
- Parental notification will be made by administration.
- Necessary school personnel involved with that student will be informed of the incident in order to take proactive measures moving forward to reduce the likelihood of recurrence.
- In certain circumstances school administration may refer the situation to an outside mediator, or at the request of the victim and their family.

**Please note that any discussion of students is governed by the Federal Education Rights and Privacy Act and discussion of students or their behavior/consequence is restricted to their legal parent/guardian, therefore consequences issued under this policy will be discussed only with that students parents. Not being informed of another student's consequence does not constitute an absence of consequence.*

Middle School PBIS System



At ARS we believe in reinforcing positive student behavior as a way to manage our classroom and school cultures. We do this by using the PBIS system.

What is PBIS?

In the classrooms, hallways, community, cafeteria, gym, etc, students are expected to exemplify our Core Values. When they do, they are rewarded with our ticket system. Teachers have tickets to give out to students who are doing the right thing. Students can earn dozens of tickets in a day and many do!

What do I do with my tickets?

KEEP THEM! Guard them with your life! Write your name on the back. And please, don't give them to other people. You earned them. They are yours.

Each classroom teacher has things students can “buy” in their classroom with their tickets. And, best of all, twice a year we hold a school-wide auction where students can purchase cool prizes with their tickets. The highest bidder wins!

Quarterly Rewards

At the end of each quarter we arrange a quarterly reward. We have dances, go bowling, go to the rec center, see a movie, etc. It’s AWESOME!

To Earn the Reward

The reward is not given to anyone. It must be earned. To earn the Quarterly reward, students must:

- Have remained on level 3 or 4 of our PBIS matrix for the whole quarter and must be on level 3 or 4 at the time of the reward.
- Have all of their work turned in for the quarter by the **deadline** set. This deadline will be announced several times a day for several days leading up to the end of the nine weeks. No excuses to not know.

The Warning System

While students are frequently acknowledged for their positive behavior, there are times when the Core Values are not upheld. This can lead to one of two things; and office referral given by a member of the administrative team or a warning given by a teacher.

What is a Warning?

A warning is a way to remind students of what is expected of them. Warnings are earned when a Core Value is violated inhibiting learning, respect and safety in and around the school. When a teacher fills out a warning form both the student and the parent will receive a copy via email.



Next Steps

Students: We encourage self advocacy. If a student feels they unfairly received a warning, we encourage them to contact the teacher in a calm, respectful, non-threatening manner. The teacher will follow up with the student.

Parents: Feel free to reach out to the teacher who wrote the warning at anytime. We also encourage you to help your student learn the self advocacy process and wait to speak to them before reaching out to the teacher. If you have concerns or questions, please never hesitate to contact the teacher.

What happens if I get a warning?

One warning, nothing. If a student receives 3 warnings in one week (M-F), s/he will drop a level. Warning counts reset each week if the student is on level 4. With each level they drop, students lose more privileges.

- 3 warnings in a M-F period = level drop.
- If students don't get any more warnings they can move back up a level after 2 or fewer warning-free days.
- If students continue to get warnings they continue to drop levels—one level for every 3 warnings in a 5 day period.
- Level drops: If a student violates a Core Value in a more extreme way they can receive a level drop. This will drop them a level immediately, regardless of how many warnings they have or haven't earned.

Levels and restrictions

Level 4	No restrictions
Level 3	No restrictions, but be mindful
Level 2	Silent lunch in classroom, no quarterly reward, possibly no field trips
Level 1	Silent lunch in silent lunch room, seated in cubby during class, no quarterly rewards, possibly no field trips

Bomb Threat or Hoax

No student shall communicate or publish in any manner whatsoever any report, threat, or other statement, knowing the same to be false, that presently located or to be placed on any school property is a device designed to cause damage, destruction, or injury by explosion, blasting, or combustion.

No student shall place or display on any school premises with or without the intent of perpetuating a hoax, any device that would appear to a reasonable person to be an explosive device or similar instrument capable of causing injury or damage. Any such report, threat, or statement will be deemed to be factual and to constitute a clear and present danger to individuals and property. Law enforcement authorities will be notified immediately and criminal process will be initiated against the person or persons, whether minor or adult, responsible for such conduct.

Weapons and Dangerous Instruments

No student shall knowingly possess, handle, or transmit any weapon as defined by NC General Statute 14-269.2 or other object that can reasonably be considered a weapon or dangerous instrument.

The first violation of this policy during a school year by a student may result in a suspension for the student from the school for a designated period of time up to and including long-term suspension.

The second violation of this policy during a school year by a student shall result in long-term suspension from the school system for the remainder of the school year. If the first violation of this policy involves the possession of a pistol, rifle, shotgun, pellet gun, handgun, a facsimile of any gun, any other firearm, or an explosive device, the student shall receive a long-term suspension from the school system for one year. An official complaint will be filed with the appropriate law enforcement agency.

However, the Head of School may modify the expulsion requirement on a case by case basis.

Parents are reminded that the N C G. S. 14-269.2 amended by Chapter 558 (H 1008) in 1993, makes it a Class I felony, on a misdemeanor under some circumstances, for any person to possess or carry a firearm or explosive onto educational property. That includes a hunting rifle in a vehicle. It is a misdemeanor for any person to possess or carry on school grounds any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razor and razor blades, and any sharp-pointed or edged instrument, except instructional supplies. "Educational property" includes any public school building or bus; any property owned, used, or operated by ARS.

Prohibited Substances

The possession, use, sale, exchange, or distribution of any prohibited substance on educational property will not be tolerated. "Prohibited Substance" includes, but is not limited to the following: tobacco products, alcoholic beverages, illegal drugs and controlled substances, medicines for which your child does not have a valid prescription, or sharing medications with another student, and any substance which reasonably appears

to be a counterfeit or facsimile of any prohibited substance. "Possession" includes in a locker, book-bag, desk, vehicle, or on a student's person at school or any school-related activity.

The first violation of this policy during a school year will result in notification of parent(s) or guardian(s) and the appropriate law enforcement agency; out-of-school suspension of at least five days, the student and parent will be required to obtain an alcohol and drug assessment provided by Iredell County Mental Health or similar agency and comply with a specific number of treatments or educational sessions; and the student may be prosecuted under applicable juvenile or criminal law.

The second violation of this policy during a school year will involve the same notification of parent(s) or guardian(s) and the appropriate law enforcement agency; the student will be suspended out-of-school for 10 days and a recommendation will be made that the student be suspended for the remainder of the school year to the ARS Board, the student may be prosecuted under the applicable juvenile or criminal law; and the student will be encouraged to seek substance abuse treatment services.

Arrival and Dismissal Procedures

School starts promptly at 7:55am. Students arriving after 7:55am are considered tardy and must be signed in at the front office. Students who are not signed in will be marked absent until a parent or guardian officially signs them in.

K-5 Arrival

Elementary students may not arrive before 7:30am. Teachers and staff may be participating in planning meetings or other required responsibilities, and they are not required to supervise student activities until 7:30am. The official drop-off runs from 7:30am-7:55am. During this time, car line staff will assist your student in exiting your vehicle and ensure they make it in the door safely.

Walk-ups are not permitted in car line at any time for any reason. Parents wishing to walk their students to school should walk to the main entrance on East Broad Street. Parents and students should always utilize crosswalks and other pedestrian crossings and markings.

Students should not be dropped off at the back door unattended. If there are no school staff in the back alley, the student will need to be dropped off at the front door and signed in.

6-8 Arrival

Middle students may not arrive before 7:30am. Teachers and staff may be participating in planning meetings or other required responsibilities, and they are not required to supervise student activities until 7:30am. The official drop-off runs from 7:30-7:55am. During this time, students may be dropped off at the back alley behind the middle school or be walked to the front door on Center Street. At 7:55am, the back door will be locked, and students are considered tardy and must be signed in by a parent or guardian at the front desk. Students may walk to school on their own with parent permission. Parents and students who are walking must utilize crosswalks and other pedestrian crossings and markings.

K-5 Dismissal

Elementary dismissal begins at 2:45 for K-2 students, and at 3:00 for 3-5 students. Parents or guardians picking up students in both K-2 and 3-5 should arrive no earlier than 3:00. The elementary campus utilizes PikMyKid for afternoon dismissal. This app allows parents, teachers, and staff to safely and efficiently manage dismissal. All adults picking up students at the elementary campus must present either the paper car tag given out at the beginning of the year or a digital tag on the PikMyKid app.

Parents or guardians wishing to walk up to pick up your student must indicate in the PikMyKid app or inform the office that their student will be a walker. Changes can be permanent, one-time, or recurring, but must be entered no later than 2:00pm on the day of the change. We are unable to accommodate last-minute changes, and as a result we may ask parents or guardians to return to their vehicles and enter the car line. *No walk-ups are permitted in car line at any time for any reason.* Students who are walkers will be dismissed from the door at 132 East Broad Street.

Parents or guardians wishing to utilize our car line to pick up their students do not need to take any action in the app. Students are marked as car riders by default. If a student is usually a walker, but the parent or guardian wishes to utilize car line, they must enter that change in the PikMyKid app or inform the office no later than 2:00pm on the day of the change. We are unable to accommodate last-minute changes, and as a result they may be asked to park their vehicles and walk to the walker dismissal area. Vehicles entering our car line must turn right off Tradd Street into the line. When exiting car line onto Cooper Street, stay to the left side of the one-way street. Do not merge directly into the middle campus car line. Be aware of pedestrians at all times.

To help with car line efficiency, please be sure paper car tags are clearly visible and that the number appears in bold, black text that is easily seen from a distance. Parents or guardians may also choose to “Announce” themselves in the PikMyKid app when they arrive. Students will not be called to car line until a staff member has confirmed the announcement and the parent or guardian’s place in line.

Parents or guardians wishing to delegate pick-up to another individual must enter that change in the PikMyKid app or inform the office no later than 2:00pm on the day of the change. Changes can be permanent, one-time, or recurring. To enter a delegation in the PikMyKid app, the individual's name, cell phone number, and email address are required. Once the delegated pick-up is in the system, give the individual student's car tag *or* instruct them to register for the PikMyKid app to access a digital car tag.

For help with the PikMyKid app, please contact support@pikmykid.com.

6-8 Dismissal

Middle dismissal starts promptly at 3:15pm and ends at 3:30pm. Parents or guardians may walk up or utilize car line. Middle campus will also utilize PikMyKid.

Parents or guardians wishing to pick up their students at the front door should arrive during dismissal, walk into the front office, and present their car tag to the office staff. The student will be called to the front door.

Parents or guardians who wish to meet their students in the public parking lot behind the middle school must inform the front office that their student is a walker. Students will be escorted by school staff across Cooper Street from the back alley to the public parking lot to meet their parents.

Parents or guardians who want their students to walk home or to a parent or guardian's place of business must inform the front office that their student is a walker. Students will not be released as walkers without the permission of a parent or guardian. *Students are not permitted to walk from school to any location other than their home or a parent or guardian's place of business.*

Parents or guardians wishing to utilize car line should arrive between 3:15 and 3:30. Please be sure car tags are clearly visible and the student's name appears in bold, black text that is easily seen from a distance. Stay on the right side of Cooper St. to allow elementary car line traffic to pass. Be aware of pedestrians at all times. After 3:30, students will need to be picked up at the front office.

Late Dismissal / Staying After School

Teachers may offer after school tutoring time or sponsor extracurricular activities. Parents or guardians of students staying late should arrive promptly at the dismissal time indicated by the teacher. Students staying for tutoring must confirm that the teacher is available before planning to stay. Students not picked up on time may be sent to the afterschool program, and parents or guardians are expected to pay for this service.

Students who are not staying after for an activity and who are not picked up by 3:15 in the K-5 building and 3:30 in the 6-8 building will also be sent to the afterschool program. Parents or guardians are expected to pay for this service.

Parking During Dismissal

Parents or guardians may only park in the assigned ARS visitor spaces adjacent to our Elementary Campus or in city-provided public parking. ARS families and staff have an obligation as members of the downtown community to respect private businesses and our neighbors. Please refrain from parking in their lots when in town on school business. Any parent or staff parking in a private business lot while coming to the school is subject to having their car towed at their expense.

INCLEMENT WEATHER

There are many factors considered prior to making the decision to delay or cancel school. The primary concern when inclement weather strikes is the safety of students and staff when traveling on county roads. The condition of the roads is a primary consideration.

When snow or ice conditions are predicted or present, tune your radio or television to the following list of media carriers for an announcement and check our Web address at www.arsnc.org, **WBTV, NBC6, WSOC TV** (NOTE: Before School Care **will not operate** if school is on a delay). You will also receive a SchoolMessenger email and phone message and the school's Facebook page will be updated with this information.

If **NO** announcement of delay or cancellation of school is heard, you should understand school is scheduled. In some cases, the school may have to be cancelled after students arrive. Parents need to make arrangements beforehand concerning where a child is to go if school is dismissed (NOTE: After School Care will not operate during these conditions).

ARS DOES NOT follow the Iredell/Statesville school system inclement weather policy.

PARENT RESPONSIBILITIES

Goal: To become familiar with the teachers' expectations concerning behavior and work together with ARS staff and their children to ensure the adherence of established rules and guidelines.

Parents/Guardians of ARS students will:

- Per board policy, parents are strongly encouraged to volunteer at least **10 hours** during the year. The school will publish on the website suggestions for volunteer opportunities, and parents may also suggest opportunities that are not listed. Parents will be responsible to report their volunteer hours to administration.
- Become familiar with ARS behavior and academic guidelines and all handbook information

- Support ARS staff in the enforcement of academic goals and behavior guidelines as outlined below
- Assist their child/children in understanding and adhering to ARS academic goals and behavior guidelines
- Sign and date the acknowledgement page of this handbook and return it to school to be placed in your child's class record
- Keep informed by regularly checking the webpage, phone messages, PowerSchool, Canvas, student iPads, and emails from staff regarding the school's activities, grades, and student programs.

As a parent, you have the right to know when your child routinely chooses not to follow the rules. We urge your support and cooperation if you should receive a call, note, email or behavior form. It is in your child's best interest that we work together. You are your child's first teacher. We appreciate your investment in your child's education. We each play a critical role on your child's team!

SCHOOL FUNCTIONS

Our parent support organization is the Renaissance Association of Parents (RAP). For information regarding officers and special RAP sponsored events, please refer to our website – www.arsnc.org.

American Renaissance School provides a **Before/After School Care Program**. The hours of the operation of this service are 6:30 a.m. to 7:30 a.m. for **Before School** and 3:15 p.m. to 6:00 p.m for **After School**. **K-5 students** will be served in the **K-5 building** for **After School** and **6-8 students** will be served in the **6-8 building** for **After School**. The **Before School program** will operate in the **K-5 building** for **all students, K-8**. There is a fee for this service and it must be paid before the service is rendered. Please check with the school administration for more information.

Cost: See afters school registration packet.

Payment must be tendered on Friday prior to the week service is expected.

Care will not be provided without payment.

Payments are made payable to: **ARS**

SCHOOL SERVICES

- **6-8 Lockers: LOCKERS:** Using a locker is a privilege. All students in grades 6-8 are assigned a locker. A locker is school property and the student is responsible for taking care of it. Misuse of lockers will result in suspension of this privilege. Administration may search lockers at any time for any reason.
- **Lunch:** ARS contracts for school lunches with several vendors. **Lunches are ordered utilizing our on-line ordering system. Directions for setting up an account can be found on the school's website.**
- **Bag lunches are acceptable**
- **Pictures:** ARS will arrange for student pictures to be taken in the fall and class pictures in the spring at the Elementary School as a service to parents.
- **Use of Telephone:** Students will **NOT** make telephone calls during the school days except in case of emergency. Students will **NOT** be called from class to the phone except in case of a real emergency. Cell phones or smart watches for students are not allowed.
- **Field Trips:** Parents transporting other students to their homes after field trips **MUST** make arrangements prior to the day of the field trip. A written permission letter, fax message, or email from these students' parents must be on file with the administrative assistant by 3:30 pm on the day before the field trip.
- ***Parents who choose to take siblings on field trips (if they are not in the field trip grade level) must understand that this is an unexcused absence for the sibling.***

Promotion & Accountability Policy

1. Purpose

The board and administration of American Renaissance School believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

2. Student Promotion Standards

American Renaissance School holds all students accountable for mastering the material at each grade level. Our teachers will assess all students throughout the year against the North Carolina Standard Course of Study for each grade level to ensure enough progress is being made towards the mastery of each standard by the end of the year. Each February, all teachers will assess the progress of their students; if there is a concern about the promotion of a student, the teacher must complete the Possibility of Retention form and submit it to the appropriate building level principal. When a Possibility of Retention form is submitted, the teacher, MTSS Director, parent or guardian (*hereafter referred to as parents*), student, and building level principal will meet to discuss a plan of action for the student. Any student being considered for retention should have already been referred to the MTSS Team. Any student who does not score Proficient on the End-of-Grade test will be considered for retention. Additionally, any student absent more than 10 days (excused or unexcused) during the school year will be considered for retention. After reviewing all of the student data and meeting with the teacher and parents, the building level principal will make the final decision about all possible retentions.

3. Appeals of Promotion Decisions

1) Appeal to the Executive Director

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the executive director. The executive director may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion. The executive director must render a decision within 10 workdays of receiving the appeal. The executive director may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision. The executive director's findings must be in writing and must be provided to the parents.

2) Appeal to the Board

The executive director's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in the ARS Grievance Policy.

4. Reading Camps

American Renaissance School will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading proficiency is below grade level. The executive director or designee shall encourage parents of eligible students to enroll their students in a reading camp. Third grade students not meeting reading proficiency standards at the end of the summer reading camps or do not attend reading camps may be promoted to fourth grade with a retained reading label or retained in third grade.

5. Promotion Standards for Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

6. Notification to Parents

The executive director or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student may be retained, unless exempt from mandatory retention for good cause as defined in G.S. 115C-83.7(b). Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the

student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of fourth grade students with a retained reading label at least monthly written reports on student progress toward reading proficiency. Fourth grade students with a reading retention label who demonstrate proficiency by November 1st shall have the reading retention label removed. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

7. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6 -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies CCRE-001, KNEC-002, KNEC-003

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: April 19, 2004

Revised: June 9, 2014, December 8, 2014, April 11, 2016, October 10, 2016, June 12, 2017, November 27, 2017



Chair

ACKNOWLEDGEMENT OF RECEIPT OF HANDBOOK

I have received and read the 2019-2020 edition of the American Renaissance School Handbook and it has been explained to me. I fully understand that I must abide by the rules, regulations, and policies that are contained therein.

Student's Signature: _____

Parent's/Guardian's Signature: _____

Date: _____

***NOTE: This form must be signed, dated, and returned
to the Classroom Teacher***