The Institute for the Development of Young Leaders

Core Beliefs and Commitments of the IDYL Board of Directors

Beliefs

- All children have talents, skills and unique abilities.
- All children want to pursue their goals and dreams.
- All children can succeed in purposefully contributing to our community
- Schools succeed when the entire community comes together around the needs of every child and every family.
- Schools succeed when students are offered a comprehensive educational experience that is engaging, meaningful, challenging and highly supportive to the achievement of academic success, as well as social and emotional growth.
- We believe that leaders are made rather than are born.
- We believe that successful leadership is based on learnable behavior.
- We believe that the right people given the right resources and creative freedom can achieve greatness. ***Commitments*** The Institute for the Development of Young Leaders is a public school open to all children in grades K-8. The school has an *emphasis* on addressing the unmet emotional, behavioral, social, familial, and mental health needs of children who are failing or at risk of failing,
- Our children will be challenged to achieve at their highest capacity.
- Our school will ensure that all of our children have at least one year of growth for one year of schooling.
- Our school will diminish achievement gaps based on race, ethnicity and socioeconomic status until they are extinguished.
- Our school will be filled with high-quality, competent and caring teachers, principals and staff.
- Our school will be safe, orderly and clean.

- Our school will involve family members and caregivers in the education of their children.

- Our school leaders will collaborate with the Durham community.

- Our school will operate with fiscal efficiency and accountability to the public and will be a high-performing organization.

- IDYL will improve student academic outcomes through providing an educational experience that engages students in practical fundamental leadership and personal development skills.

- IDYL will successfully engage 100% of its students in performing at or above grade level.

- IDYL will provide a cross cultural, cross disciplinary curriculum that achieves competence in the areas of math, reading, writing, social studies and the sciences as well as in emotional, psychological and behavioral domains.

- IDYL will provide an educational setting that is welcoming, safe, nurturing and challenging to each individual student.

- IDYL will connect students to their communities through service learning to inspire them to learn and rebuild communities.

- IDYL will help foster civic responsibilities and leadership through integrating service learning into the curriculum.

- IDYL will provide comprehensive educational opportunity.

- IDYL will provide parents opportunities to engage in the educational setting and fully participate in the education of their student.

- IDYL will inspire learning in our students by making every lesson, every academic instruction applicable to real-life in real-time.

- IDYL will focus on supporting student learning and not on teaching an agenda.

- IDYL will provide inspiring and inspired educators who are highly qualified.

- IDYL will provide meaningful professional development opportunities for educators.

- IDYL will hold teachers accountable by linking student learning/performance and outcomes to teacher employment contracts and salaries.

- IDYL will use evidence based best practice methods.

- IDYL will provide programs to address students and community needs attributable to high-poverty, including literacy, small class size, extended day, and summer programming

Message from the Founder and Chief

Dear IDYL Students and Families.

Welcome to the 2018-2019 school year. You are a part of a national movement that believes in our children and youth. A movement that says we will leave no stone unturned, or doors unopened for the purpose of guaranteeing the success of our children and secure our futures. We provide appropriately for all children to excel personally or academically. IDYL utilizes project based learning strategies to individualize and extend learning. Through rigor and application of the education into real-life and real-time projects, our students master the academic concepts and understand its usefulness in their individual everyday lives. We are committed to providing our faculty, every student and their family the support they need to grow.

The Institute for the Development of Young Leaders (IDYL) views academic skills and knowledge as essential tools for communicating ideas, solving problems and achieving goals, rather than as ends in themselves. **We exist to provide a rigorous, stimulating comprehensive educational experience that promotes school success for every child. We provide an active learning environment to facilitate core knowledge acquisition and the development of essential leadership skills.**

We offer students a comprehensive educational experience that is engaging, meaningful, challenging and highly supportive to the achievement of academic success, as well as social and emotional growth.

Your teachers and staff are committed to helping every student meet his or her goals. We are committed to high academic achievement, and we will work with you to connect you with the resources you need to reach those heights.

Please take a moment to review this student/parent handbook. It contains important information that will help you prepare for school, including emergency preparedness, testing guidelines and board policies. The handbook has been updated with important new information for the year. We encourage you to use this information along with the resources and guidelines you received from your child's teacher.

We also hope that you will stay involved with your school throughout the year. Students and parents alike have many ways to become more deeply connected with your school community, whether as volunteers, participants or supporters of extracurricular activities, or members of student and parent organizations such as the PAC. ***Academic achievement rises when students and parents are engaged with our schools; we extend our welcome to you.***

IDYL has several ways to keep you informed about school activities. We encourage you to visit our website at www.theidylschool.org, like us on Facebook and follow us on instagram

Thank you for choosing The IDYL School. You are now family.

Sincerely,

Yvette J. Munroe Founder/Chief Executive Officer

Important General Information for Parents

Parent Engagement and Education

Parent/Teacher Partnerships and Groups

Parents are encouraged to communicate with their child's teacher(s) on a regular basis. IDYL also encourages parents to get involved with their child's school by serving on the Parent Action Committee.

English as a Second Language (ESL) Services

IDYL provides core language instruction educational programs and services for students identified as limited English proficient (LEP) students. The Home Language Survey and a parent guardian interview would qualify as basic criteria to assess the student for English Language Proficiency. This requirement is established based on Title VI of the Civil Rights Act of 1964, and its implementing regulations.

Emergencies and Parent Notifications

IDYL has an Emergency Preparedness Plan which includes guidelines on how to respond to severe weather, fire, chemical related incidents, terrorist attacks and security related incidents during school and business hours. IDYL has emergency and crisis response teams that are an integral part of the schools' emergency management plans.

IDYL transmits crisis/emergency messages when necessary using the following media, detailed below.

- IDYL website www.theidylschool.org
- Local radio and television station broadcasts
- Email notification system
- Facebook: *idylparentactioncommittee*
- Text Keep emergency contact information updated using the Student Data Sheet at school. This information includes your home and emergency phone numbers, home address, special medical needs and emergency pick-up information. Talk to your child about emergencies, and encourage your child to follow directions given by school personnel. Stay calm and follow the instructions communicated via the media and/or your child's school. Our first priority is keeping students safe. ***Weather Closures and Delays*** Any weather-related closures or delays will be communicated to parents as quickly as possible. The same methods used for emergency notifications will be utilized for closure notifications, too. The quickest way to see closures is to follow the school's facebook page. WRAL TV stations will also share the information on their broadcasts and web pages.

Policies for Volunteering in Schools

All persons who volunteer are required to complete the volunteer registration process prior to beginning their volunteer activity. Criminal background checks shall be required of all volunteers ages 18 years or older. Volunteer records will be subject to review and monitoring for updated information regarding eligibility. Volunteers whose prior history, including criminal history, demonstrates a risk to the safety or well-being of students will be denied participation in volunteer activities.

Student Fees

IDYL strives to offer its instructional programs without charging fees. Fees, however, are necessary on occasion. Before any fee is charged, it must be approved by the CEO. Special school activities requiring costs to students that might prevent some students from participating are prohibited. No student will be prevented from participating in learning opportunities because of an inability to pay. Fees may be waived or reduced in accordance with established procedure.

Notification of Possible Media Visits (photo release form)

Parents who do NOT want to allow the media (including IDYL staff or affiliates) to take photos or make video recordings of their child while they're at school must submit a form that the school will keep on file. If parents do not submit such a form, their children may be photographed. To access the form, please go the school office and request the Declination of photos or videos form

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are: 1) The right to inspect and review the student's education records within 45 days after the school receives a request for access.

Parents, legal guardians or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent, legal guardian or eligible student of the time and place where the record may be inspected.

2) The right to request the amendment of the student's education records that the parent, legal guardian or eligible student believes are inaccurate, misleading or otherwise in violation of the student's right to privacy under FERPA. Parents, legal guardians or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent, legal guardian or eligible student, the school will notify the parent, legal guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures

will be provided to the parent, legal guardian or eligible student when notified of the right to a hearing.3) The right to provide consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.The school may also disclose education records without consent to financial aid organizations, if the release is in connection with a student's application for receipt of financial aid, or to appropriate persons in connection with an emergency, if the release of the information is necessary to protect the health or safety of the student or other persons. ***The school may also disclose directory information without consent, unless the parent/guardian specifically objects in writing annually to its release.*** The following information is considered to be directory information: student's name, parents'/guardians' names, student's age, student's photograph, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and most recent previous educational agency or institution attended by the student.

In addition, names, addresses and telephone listings of students shall be released to. Parents or eligible students may request that this information not be released without prior written consent by the parent or eligible student.4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:Family Policy Compliance Office:U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Student Attendance Requirements

Attendance at school is essential if a student expects to do well. Regular attendance is necessary for successful completion of required class work and promotion to the next grade. Moreover, attendance and participation in class are integral parts of the teaching-learning process, and regular attendance develops patterns of behavior essential to successful personal, social and professional life. ***Minimum Attendance Requirement*** A student is considered absent from school when the student is not present for at least half of the school day, whether the absence is excused or unexcused. A student is absent from a class if the student misses more than half the class period, whether the absence is excused or unexcused. Absences resulting from participation in school-sponsored activities will not count against the minimum attendance requirement. This policy does not limit a teacher or principal from imposing disciplinary sanctions for students who miss portions of the school day or a class without excuse. A student who is absent from school shall within three days of returning to school furnish a written excuse from the student's parent/guardian, custodian or doctor stating the dates and reason for the absences. After five consecutive or 10 accumulated absences in a semester, the principal may require a written doctor's excuse for any additional absences attributed to illness. When a student has been absent from class or school 10 times in a semester or 20 times in a school year, whether excused or unexcused, the principal or designee shall notify the parent/ guardian or custodian of the absences in writing. The notice shall include a warning of the possible consequences of additional absences and/or a copy of this policy. In addition, excessive unexcused absences may violate the compulsory attendance law and may result in disciplinary action.

Access to Student Records

In compliance with state and federal law, IDYL maintains a permanent record on every student. The record includes files, documents, computer data and photographs that contain information about the student. They do not include records created by individual teachers or administrators that are not shared with anyone else. Generally, a student's record will contain basic information, such as his/her birth certificate, immunization, attendance, standardized test results, grades and promotion information. Any suspension longer than 10 days is also part of a student's record, but this information is removed after graduation. Information in the record relating to special education services and evaluations is kept in a separate confidential file for each child evaluated for or receiving special education services, including services for the academically and intellectually gifted. Parents/guardians have the right to inspect and review their child's record. If separated or divorced, both parents have this right, unless there is a court order that states otherwise. Parents/guardians may challenge any item in their child's record if they believe the information is inaccurate, inappropriate or otherwise violates their child's rights. Challenges must be submitted in writing to the principal. If the principal denies the request, you may appeal through the Student Grievance Procedure. Directory information" may be released upon request. This includes the student's name, age, photograph, participation in officially recognized activities and sports, weight and height of athletic teams, degrees and awards and educational institution most recently attended. Parents/guardians who object to the release of this information may submit their objection in writing ANNUALLY. The objection will be placed with the student's record, and no such information will be released. Copies of student records are

forwarded to other K-12 schools where students seek to enroll. Authorized school, state or federal educational institution personnel, persons acting under court order, financial aid organizations, accrediting organizations and appropriate personnel acting in connection with an emergency may have access to more information within legitimate guidelines. Information from the student's record may be provided to the Durham County Department of Social Services, for instance, if child abuse or neglect is suspected.

Confidential records for students with disabilities and students who are referred for testing for disabilities are destroyed five years after the student is determined to be ineligible or exits from IDYL. Records may contain information useful in applications for social security benefits or special assistance as your student continues his education.

To request a copy of the complete record within five years after your student exits from the program, please write to the Records Center, IDYL 1305 W. Club Blvd., Durham, NC 27705. Please include the student's name, current phone number and date of birth. The request must be signed by the former student, if he is 18 years or older, or his legal guardian.

Medication Policies

IDYL strongly discourages administering medication (even over-the-counter) to students during the school day if it can be avoided. If a student chooses to self-administer medication, IDYL will assume no responsibility. If it is necessary for a school official to administer medication to a student, the parent/guardian must supply prescription medication to the school and complete a Permission to administer Medication forms which requires a doctor's signature. **Medication at School**

Medication will be given to students by employees only with proper authorization by a physician and the student's parent or guardian. If deemed necessary by a physician, the parent and school will work out a schedule for administering the child's medicine on a case-by-case basis. Students requiring medication during the school day must have their medicine brought to school by the responsible adult, in the original prescription bottle. These policies apply to over-the-counter as well as prescription medications. Appropriate forms are available in the school office. If a child must self-administer medication while at school, by law, the school must have written authorization from the child's parent or legal guardian, a written statement from the doctor accompanied by a written treatment plan and an emergency protocol. Parents must also sign a waiver stating that the school is not liable for any injuries arising from the use of the self- administered medication.

Illness

If your child contracts a communicable illness, please inform IDYL immediately so that we may inform other parents of their child's possible exposure and help parents make informed decisions about their children's health. If your child has a fever, nausea, diarrhea or other adverse symptoms, please keep your child at home to recover for at least 24 hours. If such symptoms develop at school, you will be asked to pick up your child. Before sending your child to school, be sure he or she feels well enough to

have a positive, productive day in a manner considerate of the health of others.

School Visitors

Parents/guardians are welcome to visit our school. In order to ensure safety and avoid disrupting school activities, we have established the following guidelines:

- Visitors must check in at the school office.
- Staff may prohibit or discourage visits when students are being tested and other times when visits may disrupt school activities.
- Parents/guardians who wish to discuss a student's progress should request a meeting in advance to be held outside regular school hours.
- Anyone who disrupts school operations, damages school property or poses a risk to the students, staff or the school may be asked to leave school property. School leaders have the authority to prohibit such persons from attending school events or coming on school property. In order to ensure that the campus is safe and orderly, the CEO or principal may use discretion and best judgement at all times. ***Bullying and Harassment*** It is the priority of the IDYL Board of Directors to provide every student and employee in the school with a safe and orderly learning environment. To this end, the Board specifically prohibits harassing or bullying behavior at all levels: between students, between employees and students, between peers or coworkers, between supervisors and subordinates or between non-employees/volunteers and employees and/or students. Students are expected to comply with the behavior standards established by Board Policy and the Student Code of Conduct. Employees are expected to comply with Board Policy and school regulations. Volunteers and visitors on school property also are expected to comply with Board Policy and established school rules and procedures. The Board specifically prohibits reprisal or retaliation against any individual who makes a complaint or reports an incident of harassing or bullying behavior or who participates in an investigation or grievance proceeding initiated under this policy. Reprisal or retaliation against any individual who reports an act of harassment or bullying may result in disciplinary action being taken, up to and including dismissal in the case of employees, or up to and including long-term suspension or expulsion in certain cases for students. ***Definition of Harassment and Bullying***

1. As used in this policy, bullying or harassing behavior is any repeated, systematic pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication on school property; at any school sponsored function; on a school bus; or as otherwise stated in Student Code of Conduct, and that: a. *Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or* b. *Creates or is certain to create a hostile environment by substantially interfering with or impairing a*

*student's educational performance, opportunities or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.*2. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Reporting Bullying and Harassing Behavior

1. Any student who believes that he or she has been bullied or harassed in violation of this policy should report such behavior immediately to a teacher, counselor or administrator at his/her school.2. Any employee who believes that he or she has been bullied or harassed in violation of this policy should report such behavior to the Principal.

3. A school employee who witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident as follows:a. *To the principal in the case of a student or* e mployee.

b. *Failure to make such a report may subject the employee to disciplinary action.*4. Any person may report an act of bullying or harassment anonymously. However formal disciplinary action may not be taken solely on the basis of an anonymous report.

Investigation of Bullying and Harassment Reports

1. All complaints of bullying or harassing behavior made by students shall be promptly and thoroughly investigated by the principal or designee. If the alleged bully or harasser is an employee, the principal will determine if a referral to the board is warranted.2. All complaints of bullying or harassment made by employees shall be promptly reported to the Principal. The investigation shall be conducted by the CEO or designee.3. If the individual required to investigate a complaint made under this policy is the alleged bully or harasser, the investigation shall be conducted by an appropriate school administrator as designated by the CEO or Board. If the alleged perpetrator is the CEO, the Board designates the investigator. In such cases, whoever receives a complaint of bullying or harassment shall immediately notify the Principal who shall immediately notify the Board chair. The Board chair shall direct the Board attorney to respond to the complaint and investigate. If the alleged perpetrator is a member of the Board, the Board attorney is the investigator. In such cases, whoever receives a complaint of bullying or harassment shall notify the CEO who shall direct the Board attorney to respond to the complaint and investigate. Unless the Board chair is the alleged perpetrator, the CEO shall also notify the Board chair of the complaint.4. Further, in any case of alleged bullying or harassment, the school system shall notify any other appropriate person or entity if required by law.***Disciplinary***

Action1. The actions taken in response to evidence of bullying or harassing behavior should be reasonably calculated to end any bullying or harassing, eliminate a hostile environment if

one has been created and prevent harassment from occurring again. In addition to taking disciplinary action as necessary, the principal or other school official shall take appropriate remedial action to address the conduct fully.2. Violations of this policy shall be considered misconduct and will result in disciplinary action up to and including long-term suspension or expulsion in the case of students and disciplinary action up to and including dismissal in the case of employees.

3. This policy may not be construed to allow school officials to punish student expression or speech based on an undifferentiated fear or apprehension of disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

4. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the school system's high expectations for appropriate conduct.

Sexual Harassment

All employees and students are entitled to work and study in school-related environments that are free of sexual harassment. To this end, the Board prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension (for students).

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:A. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of school-related activity; or B. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such an individual, or, in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance or affecting the student's opportunities within a course of study or other school-related activity; or.C. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's educational performance, or creating an intimidating, hostile, or offensive environment.Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures.A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the

educational program or creates a hostile or abusive educational or work environment. Sexual harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by an employee or prospective employee or appropriate social interactions between students that do not violate the Code of Student Conduct. In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or there is a large age disparity between the students.It is possible for sexual harassment to occur at various levels: between peers or coworkers, between supervisors and subordinates, between employees and students, between students, or imposed by non-employees on employees and/or students.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are never appropriate, whether they are consensual or non-consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students, or who fail to report such relationships to the CEO, will be subject to disciplinary action, up to and including dismissal.All complaints of sexual harassment shall be promptly and thoroughly investigated. A student does not have to report an incident of harassment to trigger an investigation if a school official knows or, in the exercise of reasonable care, should have known about the harassment. Suspected sexual harassment shall be investigated according to the following procedures:A. All complaints and investigations of sexual harassment shall be confidential. Information shall be given only to those individuals who need to have access to it in order to investigate appropriately and address the complaint.B. A student who believes that he/she has suffered sexual harassment may report the matter in writing to the school principal. Written complaints may also be made to the CEO for cases of student to student harassment and for complaints of harassment by a school employee. Any teacher or other school employee who receives from a student a report (oral or written) of alleged sexual harassment shall immediately report the same to the school principal, and the principal shall promptly inform the CEO of the allegations. Failure by the employee to do so may subject the employee to disciplinary action. If the student's school principal is the alleged offender, such report by the student or by other school employees shall be made to CEO.C. An employee who believes that he/she has suffered sexual harassment may report the matter in writing to the CEO. However, any school employee who occupies an organizationally superior position relative to an employee who receives from such employee a report, whether oral or written, of alleged sexual harassment shall promptly report the same to the CEO. Failure by such employee to do so may subject the employee to disciplinary action. If the CEO is the alleged offender, such report shall be made to the Board Chair.D. In any case involving alleged sexual harassment by the CEO, reports shall be made to any member of the Board.E. Claims of sexual harassment shall be promptly and thoroughly investigated, and appropriate action shall be taken. The actions taken should be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. Violations shall be deemed to be serious disciplinary infractions. In the case of students, the Student Code of Conduct outlines the range of disciplinary consequences.

F. No employee or student will be subject to negative action in retaliation for reporting alleged

sexual harassment in accordance with this policy. Such retaliation is against the law and is prohibited by this policy.[SEP]G. The CEO may establish such guidelines and additional procedures as he/she deems necessary for the purpose of implementation of this policy.[SEP]H.. Anyone who has brought a complaint under this policy and is not satisfied with the results of the investigation may file a formal grievance with the Board, for review .

The CEO or designee shall ensure that copies of this policy are distributed to employees and students.

Weapons and Alcohol

In order to ensure the health and safety of students and staff, IDYL strictly prohibits guns, other weapons and alcoholic beverages on school property. Anyone who brings, possesses or encourages someone else to bring a weapon onto school property (i.e. school building, campus, buses, recreational area or athletic field) will be reported to law enforcement authorities. This applies even if the individual has a concealed handgun permit.

Use of Tobacco Products

Students may not possess, display or use any tobacco product at any time on school premises, including school vehicles, or while participating in school-sponsored events. Employees or visitors are not permitted under any circumstances to use tobacco products in or on the grounds of any facility owned or leased or contracted for by IDYL.

Internet Acceptable Use

The Internet is an invaluable source of information for students and staff. The computer networks at school are provided for students for educational purposes. Students are given the privilege to use the Internet along with the responsibility of using it properly. Using the Information and Technology Essential Standards, students will be taught safe, ethical and responsible uses of technological resources. Students who do not follow the school's guidelines may have their Internet and email privileges revoked and be subject to other disciplinary actions.

School Nutrition Information

Breakfast & Lunch Program

Menus are distributed on a monthly basis. Menus also are available on our Website at

www.theidylschool.org

For the 2018-19 school year, school meal prices will be:

Meal	**K-5**	**6-8**	**Staff**	**Adults**	**Milk**
Breakfast	Free	Free	1.00	$2.00	free
Lunch	FREE	FREE	$3.00	$4.00	free

IDYL serves our students breakfast without regard to need or ability. All students can receive breakfast at no charge. "Breakfast is on Us." IDYL does not participate in the National School Breakfast and Lunch Program, a federally assisted meal program. Students may bring their own lunch, or lunch will be provided at school from an outside vendor. The school supplements the hot lunch cost by asking for donations in order to assist children who may not be able to eat otherwise.

Guidelines for Bringing Food to a Class (During the School Day)

Except for permissible celebrations, staff doesn't serve any food or beverages to students during school hours or at school-sponsored events that couldn't be served in the school cafeteria. Food-based activities are included in the classroom only when the use of food is a necessary part of an instructional objective. **Birthdays & Special Occasions:** IDYL officials recommend these alternatives to providing food for your child's birthday or special occasions.

- Donate (and read aloud) a birthday book to your child's class
- Come enjoy lunch with your child
- Bring a big card or picture frame matting for classmates to sign
- Lead the class in a craft or recess game related to your child's birthplace or interest If you choose to provide snacks for your child's class please adhere to the following guidelines:
- Foods approved in advance by the principal peelable whole fruits or vegetables.
- Pre-washed unpeelable whole fruits or vegetable, bottled water.
- Pre-packaged or restaurant/ catering foods that meet all applicable food safety and sanitation requirements.

- No soft drinks or sweetened beverages, water is encouraged. Suggestions:
- Almonds, pumpkins seeds, sunflower kernels
- Fresh or dried fruit and vegetables
- Whole grain pretzels, popcorn, low-sugar granola bars, cereal bars, fruit bars, animal crackers, graham crackers, trail mix
- Yogurt cups or cheese sticks *Fundraising & After-school Programs* All families are expected to support the school's fundraising activities. Academic Information **Student Attendance Requirements** Attendance at school is essential if a student expects to do well. Regular attendance is necessary for successful completion of required class work and promotion to the next grade. Moreover, attendance and participation in class are integral parts of the teaching-learning process, and regular attendance develops patterns of behavior essential to successful personal, social and professional life.

Every parent/guardian or other person residing within the State of NC having charge or control of a child between the ages of 7 and 16 years, or a child younger than seven if enrolled in school, shall cause such child to attend school continuously for a period equal to the time which the School shall be in session. No person shall encourage, entice, or counsel any such child to be unlawfully absent from school. The parent/guardian or custodian of a child shall notify the school of the reason for each known absence of the child.

Minimum Attendance Requirement

A student is considered absent from school when the student is not present for at least half of the school day, whether the absence is excused or unexcused. A student is absent from a class if the student misses more than half the class period, whether the absence is excused or unexcused. Absences resulting from participation in school-sponsored activities will not count against the minimum attendance requirement. This policy does not limit a teacher or principal from imposing disciplinary sanctions for students who miss portions of the school day or a class without excuse. A student who is absent from school shall within three days of returning to school furnish a written excuse from the student's parent/guardian, custodian or doctor stating the dates and reason for the absences. After five consecutive or 10 accumulated absences in a year, the principal may require a written doctor's excuse for any additional absences attributed to illness. When a student has been absent from class or school 10 times in a school year, whether excused or unexcused, the principal or designee shall notify the parent/ guardian or custodian of the absences in writing. The notice shall include a warning of the possible consequences of additional absences and/or a copy of this policy. In addition, excessive unexcused absences may

violate the compulsory attendance law and may result in disciplinary or administrative action.

Before and After-School Care

Classes start at 8am and end at 4:00pm. Children can be delivered as early as 7:30AM and picked up as late as 6PM. We highly recommend that your child/children stay for the **extended day program** which will have concentrated academic instruction and individualized lessons designed to promote mastery of reading and math and provide academic enrichment. The extended day starts at 4:10 and ends at 5:50.

Teaching and Testing

All teachers have access to the state curriculum known as the Common Core Standards teachers are provided with curriculum support documents that support instruction. All courses have a Curriculum Overview and an Instruction and Assessment Calendar that is available to teachers.

Local Assessments

Local assessments will measure student mastery of the North Carolina Standards and North Carolina Essential Standards. Teachers will use the results to plan corrective instruction and enrichment opportunities for students. All children served in the Exceptional Children (EC) programs will be assessed by the ongoing formative assessment. Additional EC progress reporting is determined through Individual Education Program (IEP) goals.

State Testing, Grades 3-8

Students in grade 3 take the Beginning-of-Grade 3 (B0G3) English Language Arts/Reading Assessment during the first 11-15 days of school. This test is referred to as the BOG3 and consists of multiple choice items. It is designed to give a baseline assessment of a student's English Language Arts/ Reading skills. Additionally, Students in grades 3 – 8 take an English Language Arts and a Mathematics test at end of grade (EOG).

Further, students in grades 5 and 8 will take a Science test at end of grade(EOG). These tests are referred to as End-of-Grade (EOG) tests. They include multiple choice, open-ended response, gridded response, items that permit multiple correct answers as well as technology enhanced items for online testing. Testing accommodations are available for students with disabilities as well as for some students who are English Language Learners (ELLs). The need for accommodations must be documented in the student's Individualized Education Plan (IEP), Limited English Proficient (LEP) Plan, or Section 504 Plan. ***State Testing*** Tests are designed to assess student competencies. These tests are administered 10 days before end of school year. Testing accommodations are available for students with disabilities as well as for some students who are English Language Learners (ELLs). The need for accommodations must be documented

in the student's Individualized Education Plan (IEP), Limited English Proficient (LEP) Plan, or Section 504 Plan.

State Testing, EXPLORE

The EXPLORE Assessment will be given to every 8th grader in October. The EXPLORE Assessment provides information for 8th graders to explore career/training options, to measure their academic success and to make plans for high school.

ELearning Program

The objectives of the eLearning Program are:

1. To achieve academic mastery
2. To provide opportunities for individualized instruction
3. To extend learning opportunities
4. To offer an educational strategy for at-risk students academically, behaviorally, socially/culturally.

Grading System and Philosophy

The policy of the IDYL Board of Education is to strive for a consistent and just evaluation of each student at the IDYL. To ensure the effectiveness of this policy, the Board endorses these beliefs and best practices.

- Students' grades should reflect their academic achievement.
- While attendance and behavior may influence a student's learning, they should be reported separately, not included in the student's grade.
- Teachers should compare each student's performance against pre-set standards, not against the performance of other students.
- For missing work, teachers should provide specific make-up assignment(s) for demonstrating the targeted learning.
- Teachers should provide students and their parents with a clear explanation of their grading practices including the weighting of formative and summative assessments and rubrics as appropriate. All assessments and assignments, including teacher-made tests are aligned with the North Carolina Standard Course of Study and designed to assess student achievement accurately. ***Report Cards and Promotion Standards*** Teachers distribute progress reports to let parents know about their child's

strengths/weaknesses. Report cards are issued no later than seven days after the end of the grading period. ***Promotion Standards, K-8*** Students in grades kindergarten through grade 8 are required to meet promotion standards which include demonstrated grade level proficiency on local assessments, standardized tests, report cards and student work. A variety of methods are used to determine a student's progress. If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and must be provided by the end of the third quarter. The principal's office must provide in writing an official notice of retention to the parent/guardian by the last day of school. ***Read to Achieve:*** The state's Read to Achieve program, a part of the Excellent Public Schools Act, is designed to ensure that every student reads at or above grade level by the end of the third grade. Third grade students are given multiple opportunities, through various means to show reading proficiency. If your child does not show reading proficiency on the End of Grade reading test, you may choose to enroll him or her in a Summer Reading Camp. Non-proficient students can move to the fourth grade, but will have a "reading retained" label and will receive additional reading support in the classroom. They will also have opportunities during the fourth grade year to have the label removed. Students who do not show reading proficiency on the End of Grade test can move to fourth grade without the "reading retained" label by qualifying for a Good Cause Exemption(GCE) such as:

- Limited English Proficient students with less than two years of English as a Second Language program Students with disabilities.

- Students who demonstrate reading proficiency through an approved alternative assessment.

- Students who demonstrate reading proficiency through a student reading portfolio. 17

- Students that have received reading intervention and previously been retained more than once in kindergarten, first, second or third grades.

Services for Exceptional Children

IDYL ensures that every enrolled student with a disability in grades K- 8 have available to them a free and appropriate public education in compliance with federal law. A parent or guardian who believes his/her child has a disability may request assistance through the CST Program in the school. The multidisciplinary team will contact the parent in order to determine the next steps to address the needs of the student. More information on the rights of students with special needs and their parents can be found in the N.C. Department of Public Instruction Handbook on Parent's Rights, available at the school.

Services for Disabled Students under Section 504 of the Rehabilitation Act of 1973 Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against any individual on the basis of disability. A disability means a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, breathing, walking, learning, communicating or the operation of a major bodily function. A student with a disability may be eligible for protections from discrimination at school. If a student currently has or has had a Health Care Plan for a medical condition that may limit a major life activity, your student may qualify for protections that allow equal access to the educational environment. IDYL school has a Section 504 contact person who is trained to coordinate such services. Requests for accommodations under Section 504 should be directed to the Section 504 contact person at the school. A copy of the rights available to students and their parents under Section 504 is available from the Section 504 contact in the school and from the Section 504 Coordinator.

Services for Academically and/or Intellectually Gifted (AIG) Students

Conduct Requirements and Consequences

Each student is responsible for exhibiting the highest standards of behavior. The code of student conduct sets out school wide expectations for student behavior designed to provide the best possible school climate. This code does not restrict the authority of teachers, site-based teams or THE ADMINISTRATION from making individual or class rules, not inconsistent with this code.

Applicability of Code: All students shall comply with the Code of Student Conduct while on educational property, which includes school building and bus, school campus, grounds, recreational area, or other property under the control of the school. Students may also be disciplined for conduct that occurs off educational property that violates this Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

Reports to Law Enforcement

When the principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnappings, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, possession of a controlled substance in violation of the law, assault on a school employee, robbery, armed robbery, homicide, manslaughter or death by vehicle, the principal shall report the act to the appropriate local law enforcement agency, notify parents/guardians of any alleged student victim of a violent crime and notify the CEO or designee. Notification must occur in writing or by electronic mail by the end of the workday in

which the incident occurred, when reasonably possible, but not later than the end of the following workday. The CEO must also provide the information to the school board.

The principal may notify law enforcement of any other potential criminal conduct or incident which may jeopardize the safety, security or well-being of the school environment.

Consequences and Behavioral Interventions

Violation of Board policies, the Code of Student Conduct, regulations issued by the school or an individual teacher, or North Carolina law may result in disciplinary action. Principal shall inform students at the beginning of each school year of the contents of this policy and any school rules that may result in discipline. Most disciplinary consequences can occur with the student remaining in an educational environment. In-school disciplinary consequences available include, for example: behavior contracts, peer mediation, in-school suspension, conflict resolution, detention, restitution, loss of privileges and school or community service. When, in the judgment of the school administrator, a student's behavior warrants an out-of-school suspension, the principal may impose a short-term suspension or, for more serious violations of the Code of Conduct, may recommend a long-term suspension, a 365-day suspension, or expulsion. Suspensions of greater than 10 days are reserved for serious misconduct that either threatens the safety of others within the school or threatens to substantially disrupt the educational environment.

In determining the appropriate consequence for a violation of this Code, the principal shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;
- Whether a weapon was involved and whether any injury resulted.

The Student Code of Conduct Rules is leveled, indicating the severity of the violation and the type of consequence. The principal shall inform students of local school rules that, if broken, may result in suspension from school. **Level I –** Level I rule violations should generally result in in-school interventions in lieu of out-of-school suspensions. In cases where a student refuses to participate in the in-school interventions or engages in persistent violations of a Level I rule, or other aggravating factors are present, the principal may impose a short-term suspension. Level I rule violations may not result in long-term suspension. Any short-term suspension for truancy or tardiness shall not exceed two school days and shall only occur following documented interventions.

Level II – Level II rule violations involve more serious misconduct that may warrant short-term suspension. The Principal may recommend a long-term suspension based upon the presence of aggravating factors. Any long-term suspension recommendation is subject to the appeal procedure contained in Policy. **Level III –** Level III rule violations are more severe in nature and support long-term suspension. The principal may impose a short-term suspension based on mitigating factors. **Level IV –** Level IV rule violations compromise the safety and welfare of students and staff and require a suspension of a specific length under the North Carolina General Statutes. **Level V –** Level V allows for expulsion of a student, as provided by state statute, for a violation of the Code of Conduct, if the student is fourteen (14) years of age or older and the student's behavior indicates that his/her continued presence in school constitutes a clear threat to the safety of other students or employees and the Board determines that there is no appropriate alternative education program. Additionally, any student who is a registered sex offender under N.C. General Statute 14-208 may be expelled consistent with state law.

The Code of Conduct

Level I – In-School Discipline/Possible Short-Term Suspension with Aggravating Factors **I-1 Inappropriate Language .** Cursing or use of vulgar, profane or obscene language is prohibited.

I-2 Attendance. Students shall attend school regularly. Students shall be considered truant and subject to discipline whenever they are absent from class or school without valid excuse. **I-5 Falsification.** Falsification includes the verbal or written statement of any untruth.

I-6 Compliance with Directions. Students shall comply with all reasonable directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions. **I-7 Disrespect of Other Students.** Students shall not mistreat fellow students or act in a way that interferes with the ability of other students to learn in a peaceful and safe environment.

I-8 Disruptive Behavior. A student may not use any means to interrupt or interfere with teaching or orderly conduct of school activities.

I-9 Electronic Devices . Except as permitted by this policy, no student shall use, display, transmit

or have in the "on" position on school property any wireless communication device or personal entertainment device, including but not necessarily limited to cell phones, pagers, two-way radios, CD/ MP3 players, and electronic games or similar devices until after the conclusion of the instructional day. Laser pointers are prohibited. The IDYL School is not responsible for any devices lost, stolen or damaged while on school property or at school events.

Electronic devices may be used by students for instructional purposes with the permission and under the supervision of the teacher. School leaders may authorize individual students to possess and/or use for personal purposes wireless communication devices if, in the opinion of the leader, there is reasonable need for such communication.

Any device possessed or used in violation of this policy shall be confiscated and only returned to the student's parents/guardian. Penalties for violation of this policy are set at the discretion of the school leaders. If a student uses a laser pointer in a way that reasonably could or does cause physical harm, the laser pointer may be considered a weapon and the student may be disciplined accordingly. **I-10 Student Dress Code:** The primary goal of the IDYL School is to provide a safe learning environment where all students are able to achieve at their highest potential. The personal appearance of every student is an important component of establishing a safe environment for optimal learning and respect for one another. Students are expected to adhere to standards of dress and appearance that are compatible with the uniform policy. In support of these goals and expectations the Board establishes the following dress code for students: i. Students are prohibited from wearing clothing, jewelry, book bags or other articles of personal appearance which: *a. depict profanity, vulgarity, obscenity or violence; b. promote use or abuse of tobacco, drugs or alcohol; c. may create a threat to the health or safety of the student or others; d. may create a significant risk of disruption to the educational process or to the operation of the school.* ii. The following specific items are also not permitted: a) *clothing worn in such a manner so as to reveal underwear, cleavage or bare skin*

between the upper chest and mid-thigh; b) *bare feet, bedroom slippers;* c) *spaghetti straps, strapless tops, halter tops;*

. d) *see-through, mesh garments;*

. e) *trousers, slacks, shorts worn below waist level;*

. f) *clothing that is excessively baggy or tight;*

. g) *skirts and shorts shorter than mid-thigh;*

. h) *sunglasses worn inside school building;*

. i) *hats, caps, hoods, sweat bands and bandanas or other head wear worn inside school building; and*

. j) *any other article of appearance that is physically revealing or provocative.*

iii. If a student's dress or appearance violates this dress code, the principal or principal's designee may require the student to change his or her dress or appearance. A second or repeated violation of this policy will result in disciplinary action. The principal may make reasonable accommodations to the policy based upon a student's religious beliefs or special conditions.iv. This policy does not apply to school sanctioned uniforms and costumes approved by the principal for athletic, or dramatic performances.

I-11 Gambling. Students shall not participate in any unauthorized games of chance in which money or other items of value may be won or lost.**I-12 Disruptive or Indecent Images, Literature or Illustrations.**The possession or distribution of images, literature or illustrations that are vulgar, indecent or obscene or that significantly disrupt the educational process is prohibited.

I-13 Use of Tobacco . Students shall not possess, smoke or use tobacco products at school, on a school bus, at any school- related activity or on school grounds at any time.The first violation of this policy will result in a warning to the student and conference with the student's parent/guardian or custodian in person or by telephone. Every effort will be made to hold the conference within three days of the violation. Further violation of this policy may result in disciplinary action.

I-14 Misconduct on a School Vehicle. While riding a school bus or other school vehicle, students shall observe the directives of the school bus driver. The following conduct is specifically prohibited:a) *Delaying the bus schedule;*

b) *Refusing to obey the monitor/driver's instructions;*c) *Tampering with or willfully damaging the school vehicle;*

. d) *Getting off at an undesignated stop;*

. e) *Failing to observe established safety rules and regulations;*

. f) *Willfully trespassing upon a school bus; and*

g) *Violating any other rule of the CODE OF STUDENT CONDUCT policy while on the school bus*

or other school vehicle.

Violations of this rule may result in removal from school transportation in addition to other disciplinary consequences available under this policy.Level II – Short-Term Suspension/Possible Long-Term Suspension with Aggravating Factors/ Possible In-School Disciplinary Consequence with Mitigating Factors

II-1 Verbal Abuse. Students may not direct toward any school employee cursing, vulgar or abusive language. **II-2 Threat/False Threat.** No student shall make any threat through written or verbal language or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.

II-3 Bullying and Harassment. No student shall engage in bullying or harassment. **II-4 Sexual Harassment** . No student shall engage in any conduct prohibited by Board Policy. **II-5 Fighting/ Physical Aggression** . No student may intentionally hit, shove, scratch, bite, block the passage of or throw objects at a student or other person. No student shall take any action or make any comments or written messages intended to cause others to fight or which might reasonably be expected to result in a fight.

A student who is attacked may use reasonable force in self- defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. **Hazing.** No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/ her, frighten, scold, swear, harass or subject him/her to personal indignity.

II-7 Theft or Damage to Property. No student may steal or attempt to steal or knowingly be in possession of stolen property or intentionally damage or attempt to damage any school property or private property while under school jurisdiction. **II-8 Arson** . Starting a fire or attempting to start a fire on school property is prohibited unless specifically authorized by school officials.

II-9 False Fire Alarms . No student shall set off, attempt to set off, or aid and abet anyone in setting off a fire alarm at school. **II-10 Trespassing** . No student may be on the campus without the knowledge and consent of the officials of the school. Students who remain after school or come on the school campus after the school day or while school is closed without permission will be considered trespassers.

Any student who has been suspended from school shall be considered trespassing if she/he appears on any school property during the suspension period without the express permission of the principal. **II-11 School Transportation Disturbance.** Any physical or verbal disturbance which occurs on a school transportation vehicle and which interrupts or interferes with the safe and orderly operation of the vehicle is prohibited. Violations of this rule may result in removal from school transportation in addition to other disciplinary consequences available under this policy.

II-12 Computer Misuse . Individual users of school-provided Internet service and computers are expected to abide by Technology Acceptable Use Policy. In addition to the provisions of that policy, the following are specifically prohibited:

. *i. Sending or displaying offensive, vulgar, crude or threatening messages or pictures;*

. *ii. Using obscene language;*

iii. Harassing, insulting or attacking others; iv. Damaging computers, computer systems, software or computer networks; v. Violating copyright laws; vi. Using another's ID/password; vii. Illegal use of data in folders or work files; vii. Intentionally wasting limited resources. This includes distributing mass e-mail messages,

creating and participating in unauthorized news groups and storing files on file servers

without proper authorization. viii. Employing the network for commercial purposes. In the event a student engages in any of the above-referenced activities, his/her access privileges will be revoked and other disciplinary measures may result. ***Level III – Long-Term Suspension/Possible Short-Term Suspension with Mitigating Factors*** **III-1 Assault on School Personnel.** No student may cause or attempt to cause physical injury to any school employee.

III-2 Assault on Another Student . No student may cause or attempt to cause serious physical injury to another student. **III-3 Coercion or Extortion** . No student may use force or violence or threat of force or violence to obtain money, property or personal services from another student.

III-4 Weapons and Dangerous Instruments. No student shall possess, handle or transmit any weapon or dangerous instrument at school or school events. No student shall possess, handle or transmit any weapon or dangerous instrument at any other time when such conduct has a direct impact on school order or safety Examples of weapons include, but are not limited to, any loaded or unloaded firearm, including a gun, pistol or rifle; knives of any kind regardless of size; fireworks; BB guns or air guns; pepper spray; electric shock devices; box cutters or any sharp pointed

or edged instrument except unaltered nail files and clips or tools used solely in instruction. Facsimiles of a gun or other weapon also are prohibited. This policy also shall apply to any item that is actually used or possessed in the same manner as a weapon. Gunpowder and ammunition for firearms are weapons for the purposes of this policy.

Refer to Level IV for violations involving firearms or destructive devices. A student who in any way encourages another student to bring weapons to school also endangers the safety of others. No student shall knowingly or willfully cause, encourage or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. **III-5 Bomb Threats.** No student shall make or aid and abet anyone in making a false report concerning the existence of a bomb or any other dangerous object on school premises or at the site of school activities. No student shall with the intent to perpetrate a hoax conceal, place or display on school property or the site of school activities any device or artifact so as to cause any person reasonably to believe the same to be a bomb or other destructive device. **III-6 Controlled Substances and Drug Paraphernalia** . No student shall possess, use, transmit, conspire to transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana,

anabolic steroids or any other controlled substance, or any alcoholic beverage, malt beverage, or fortified wine or other intoxicating liquor, or possess, use or transmit drug paraphernalia or counterfeit drug, or inhale or ingest any chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior. No student shall be at school with the odor of alcohol or illicit drugs about their person. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed and in the manner in which the drug was prescribed. When a first infraction of this policy involves only possession, use and/or being under the influence of a substance prohibited by this policy, an alternative to long-term suspension shall be offered. Failure to meet any requirements of the alternative program reactivates the long- term suspension recommendation.

III-7. Threats, Hoaxes and Other Acts of Terror.

a) *No student shall make a report that he or she knows or should know is false, that any device, substance or material designed*

b) *to cause harmful or life-threatening illness or injury to another person, is located on school property or at the site of a school activity.*

c) *No student shall, with the intent to perpetrate a hoax, conceal, place, disseminate or display on school property or at the site of a school activity any device, machine, instrument, artifact, letter, package, material or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.*

. d) *No student shall threaten to commit an act of terror on school property or at the site of a school activity that is designed to cause, or is likely to cause serious injury or death to another person, when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school- sponsored activity.*

. e) *No student shall make a report that he or she knows or*

. f) *should know is false, that an act of terror designed to cause,*

. g) *or likely to cause serious injury or death to another person on school property or at the site of a school- sponsored activity is imminent, when that report is intended to cause, or actually cause, a significant disruption to the instructional day or a school- sponsored activity.*

. h) *No student shall aid, abet and/or conspire to commit any of the acts described in this section.*

III-8 Gangs and Gang Activities. The IDYL Board of Education believes that gangs and gang-related activities pose a serious safety threat to students and staff members of the IDYL school. Even absent acts of violence, gang-related activities disrupt the educational environment and

increase the risks of future violence. In light of these serious concerns, the school will not tolerate any gang-related activities as outlined in this policy.

No student shall commit any act that furthers gangs or gang- related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors or symbols. As used herein, the phrase "gang-related" shall mean any conduct engaged in by a student (1) on behalf of an identified gang, (2) to perpetuate the existence of any identified gang or (3) to effect the common purpose and design of any identified gang. Conduct prohibited by this policy includes:

. *i. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey or promote membership or affiliation in any gang;*

. *ii. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership or affiliation in a gang;*

iii. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;

iv. Requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity;

v. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;

vi. Soliciting others for gang membership; 25

vii. Committing *any other illegal act or other violation of school district policies in connection with gang-related activity.*

The CEO or his/her designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing/accessories and behaviors.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances. Before being suspended for a first offense of wearing gang- related attire, a student will receive an individualized warning and will be allowed to immediately change or remove the attire that is in violation of this policy. Unless the student has been specifically notified of a prohibited item of attire, a student will receive this warning the first time he or she is observed wearing a particular item in violation of this policy.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal/assistant principal, the student and the student's parent or legal guardian. Such intervention may also include the school resource officer and others as appropriate. The purpose of such intervention is to discuss the school's observations and concerns and to offer the student and the parents information and an opportunity to ask questions or provide other information.

SPECIAL NOTE: Current information on gang-related activities is maintained in the principal's office at each school. Information on gang-related activities is subject to change and the school principal's office should be consulted for updates. Additional information identifying gang signs, symbols, clothing and other gang indicators is available at the following websites:

www.ncgangcops.org/NCGangAwareness.pdf www.adl.org/hate_symbols/default.asp ***Level IV – Suspensions Required under State Law*** **IV-1 Firearms/Destructive Devices** . No student shall bring onto school property or possess a firearm or destructive device. A firearm is any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. The definition of firearm under this rule does not include an inoperable antique firearm, a BB gun, stun gun, air rifle or air pistol.

A destructive device is an explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge or more than one-quarter ounce, mine or similar device. A student shall not be found in violation of this policy if it is determined that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way. Violation of this Rule will result in a recommendation for 365-day suspension.

Level V – Expulsion

A student fourteen (14) years of age or older may be expelled for a violation of this Code of Conduct if the Board determines the student's behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees, and that there is no appropriate alternative educational program. Additionally, any student who is a registered sex offender under N.C. General Statutes 14-208 may be expelled.

Disciplinary Procedures

Students may be suspended or expelled from school only in compliance with law and Board policy. When student discipline is recommended, the following procedures shall apply. The CEO is authorized to develop administrative procedures implementing this policy. ***In-School***

Discipline

Most disciplinary matters can be handled by the teacher or principal without use of out-of-school suspension. When a student is subject to in-school suspension, detention or loss of transportation or other privileges, the student shall be told the accusation against the student and be given a chance to respond. The exchange may be informal and need not be in writing. Notice shall be provided to parents when a student receives a disciplinary referral that results in in-school suspension.***Short-Term Suspension***The Principal is authorized to suspend students for periods of 10 school days or less for violations of the Code of Student Conduct or local school rules when the principal has notified students that violation of the local school rule may result in suspension.The Principal shall defer the beginning of any suspension to the day following the decision to suspend, unless immediate suspension is necessary to avoid disruption of school. In suspending a student for 10 school days or less, the principal shall take the following steps. A. Investigate the alleged misconduct promptly;B. Give the student oral or written notice of the accusation and evidence against the student and give the student the opportunity to respond and make statements in mitigation of the charges. If the student denies the conduct or identifies witnesses who could exonerate the student, the principal shall make reasonable efforts to follow up or contact possible exculpatory witnesses;C. Notify a parent/guardian in person, by telephone, fax, email or any other method reasonably designed to actually notify the parent that the student is being suspended, along with a description of the alleged conduct. This notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, and no later than two days after the suspension is imposed. When a principal is unable to contact a parent/guardian despite reasonable efforts, the principal shall keep a record of attempts to contact the parent/guardian.A copy of the suspension notice shall be forwarded promptly to the CEO's office. The notice shall inform the parent/ guardian that they are entitled to an informal conference regarding the suspension with the principal or designee. The parent/guardian is entitled to bring a representative to the conference. The conference should take place within three

working days of the request. A short-term suspension is not appealable to the CEO or Board under this policy.Any student suspended short-term shall be provided:(1) The opportunity to take textbooks home for the duration of the suspension;

(2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment;(3) The opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

Emergency Suspension

In extraordinary circumstances, the principal may suspend a student from school immediately if the student's presence at school 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. The principal shall give the student notice of the

charges against the student and an opportunity to respond as specified under the procedures for short- or long-term suspension as soon as possible and no later than two days after the emergency suspension. If the principal determines that emergency circumstances require that a student be suspended immediately and sent home during the day, and if a parent/guardian or other responsible adult designated by a parent/guardian, is unable to come for the student or cannot be reached, the student must remain at school under the principal's supervision until the close of the school day, unless circumstances make it unsafe for the student to remain at school and the principal can arrange for the student to be in a safe setting away from school. The age of the student and the seriousness of the offense should be considered. ***Long-Term Suspension*** A long-term suspension is a suspension of greater than 10 days and no more than the remainder of the school year, except that the offense leading to the suspension occurs during the final quarter of the school year, the long-term suspension may include a period up to the first semester of the following school year. The principal may recommend long-term suspension as authorized under the Code of Student Conduct. Only the CEO has the authority to impose a long-term suspension. No long- term suspension will be imposed by the CEO until the student has been provided with an opportunity for a hearing as provided in this policy. ***A. Notice of Long-Term Suspension*** In any case in which the principal recommends a student for a suspension of more than 10 school days, he/she shall provide written notice of the suspension to the student's parent, guardian, caregiver or other person legally responsible for the student, and to the CEO. The notice must include: (1) A description of the incident and the student's conduct that led to the long-term suspension recommendation, including any aggravating or mitigating factors that were considered in determining the consequence. (2) A reference to the provisions of the Code of Student Conduct that the student is alleged to have violated.

(3) The specific process by which the parent may request a hearing to contest the decision, as described in this policy. (4) The process by which a hearing will be held, as described in this policy. (5) Notice that the parent is permitted to retain an attorney to represent the student in the hearing process, or to have a single non-attorney advocate represent the student.

(6) Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing. (7) A reference to the board policy on the expungement of discipline records as required by G.S. 115C402. If school personnel are aware that the parent's first language is not English and foreign language resources are readily available, this notice shall be provided in both English and the parent's primary language. The written notice should be provided to the parent/ guardian by the end of the workday during which the suspension is recommended, but in no event later than the end of the following workday. The written notice shall be delivered by hand by a responsible adult, by certified mail, by telefax, by e-mail or by any other written method reasonably designed to achieve actual notice of the recommendation. ***B. Alternative Education Services*** Any student who is recommended for long-term suspension, with the exception of students who are charged with a Level IV offense, shall be offered alternative education services unless educationally appropriate alternative education services are not available within the school due to limited resources. Students must comply with the conditions for admittance and continued enrollment in the alternative educational program. The

CEO will consider whether to offer alternative educational services to students who have committed Level IV offenses on a case-by-case basis. Depending on the circumstances, significant or important reasons for denying alternative education may include, but are not limited to, the following:

a) *The Student exhibited violent behavior;* b) *The student threatened staff or other students;* c) *The student substantially disrupted the learning process;*

. d) *The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible;*

. e) *Educationally appropriate alternative education services are not available due to limited resources; or*

. f) *The student failed to comply with reasonable conditions for admittance into an alternative education program.*

The CEO will notify the student/parent in writing of the reason for declining to offer alternative educational services. If an alternative education in lieu of suspension is denied, the student/parent may appeal the CEO's decision to the Board. ***C. Request for Appeal of Long-Term Suspension*** The parent/guardian or student has three days to appeal the suspension to the office of the CEO after receipt of the written notice of suspension. Upon receipt of the notice of appeal from the parent/guardian or student the CEO or designee shall promptly notify the Board. The CEO or designee will convene a 3 member hearing panel ("hearing panel") to hear the

student's appeal. The hearing panel shall not include any employees under the supervision of the principal who recommended the long-term suspension/ expulsion. ***D. Review of Recommendation for Long-Term Suspension in the Absence of an Appeal*** If a parent/guardian fails to request a hearing, the principal's recommendation shall be forwarded to the CEO for final decision. The CEO/Designee will review the circumstances of the recommendation for long-term suspension and may (a) impose the suspension if it is consistent with board policy and appropriate under the circumstances; (b) impose another appropriate penalty authorized by board policy; or (c) decline to impose any penalty. The CEO will notify the parent in writing of his or her decision no later than the tenth day of suspension.

E. Long-Term Suspension Appeal Hearing Procedures

If the parent/guardian or student appeals the suspension, the CEO/ designee shall convene a hearing before the expiration of the 10 day suspension imposed by the principal. The CEO/designee shall promptly notify the parent/ guardian or student in writing by mail or hand delivery of the location, date and time of the hearing. A copy of this letter will be forwarded to the principal. The student or parent/guardian may request a continuance of the hearing or in writing may waive such hearing. If the hearing is postponed at the request of the student or parent or is

requested outside of the deadline for submitting a hearing request, the student shall not have the right to return to school pending the hearing.

The hearing notice shall state that the student and his/her parent/guardian are entitled to be represented at the hearing by a representative of their choice, who may be an attorney. The student or parent/guardian must notify the Superintendent's designee at least two days before the hearing if they intend to be represented by an attorney. The hearing shall be informal in nature and conducted by an impartial hearing panel. Formal rules of evidence for court proceedings do not apply.

(1) The student, parent or student's representative has the right to review the student's educational records prior to the hearing, as well as any audio or video recordings of the incident to the extent permitted by state and federal laws regarding confidentiality of records, and the information supporting the suspension that may be presented as evidence at the hearing. This shall include witness statements, except that the principal shall not be required to disclose the names or other identifying information for witnesses if such information could create a safety risk for the witnesses. Prior to the hearing, the parties shall exchange any and all documents and other materials intended to be presented at the hearing, to the extent not already disclosed.

(2) The hearing may be attended by the principal and designee, legal counsel of the School, the student and parent(s), and the student's representative as permitted under this policy. Witnesses other than the student/ parent/guardian or school administrators should be present only when they are giving information.

(3) The principal shall present evidence first, followed by the student. Either side may present evidence including witness statements or oral testimony. The hearing panel may consider any evidence of a kind commonly relied upon by reasonable persons in the conduct of serious matters, including hearsay evidence. If the student intends to call another student as a witness, the student witness must have written permission from his/her parent to appear during the hearing. The student must make arrangements for the student's witnesses to attend the hearing. The school will not compel staff members or students to testify but will make arrangements to allow school witnesses to appear if they are willing. (4) Both the principal or school representative and the student or his/her representative may cross-examine the witnesses presented by the other side. The hearing panel may limit questioning by any person if such questioning is repetitive or irrelevant, and to make other procedural and evidentiary rulings.

(5) The hearing panel shall maintain an audio recording of any information presented orally at the hearing and shall maintain a record of any tangible evidence presented. (6) After the evidence has been presented and the hearing adjourned, the hearing panel shall reach a decision in private. The panel will determine the relevant facts and the credibility of witnesses based on the evidence presented at the hearing and will determine whether the student violated each of the disciplinary policies charged. The panel's decision will be reached by simple majority and will be based solely on the evidence presented at the hearing. If the panel determines that the student

violated one or more disciplinary policies, the panel may also make a non-binding recommendation to the Superintendent or designee to:

(a) impose the long-term suspension recommended by the principal; (b) impose a long-term suspension that is shorter than the principal's recommendation; (c) decline to impose any long-term suspension. Any such recommendation that is inconsistent with the principal's recommended consequences shall be relayed to the principal for review and comment. The panel's factual determinations and recommended consequences (if any), together with any comments from the principal as described above, shall be forwarded to the Superintendent or designee in writing. The CEO or designee shall adopt the panel's factual determinations unless they are not supported by substantial evidence in the record. If the panel has determined that the student violated one or more disciplinary policies, the CEO or designee shall review the panel's factual findings and disciplinary recommendations, as well as any written comments from the principal as described above, and make a final decision regarding disciplinary consequences. The CEO or designee may: (a) impose the long-term suspension recommended by the principal if it is consistent with board policy; (b) impose a long-term suspension that is shorter than the principal's recommendation; (c) decline to impose any long-term suspension. (7) If the student or his/her parent/guardian fails without good excuse to appear for the panel hearing after receiving reasonable notice of the time and place, the parent/guardian waives any right to appeal the suspension to the Board, the hearing will not be held and the recommendation of the principal shall be forwarded to the CEO or designee for final decision. ***F. Long-Term Suspension Appeal to the Board*** The following rules will govern appeals to the IDYL School Board from disciplinary decisions of the CEO: (1) A decision to suspend a student from school for a period in excess of 10 school days may be appealed by the student or his/her parent/guardian to the IDYL School Board ("the Board") by giving written notice to the CEO and the Board within 10 school days after receiving notice of the hearing panel's decision. No particular form is required for giving notice of appeal. (2) The hearing to consider the appeal will be conducted in closed session by a hearing panel designated by the Board ("Board panel"). The hearing may be attended by the appealing student, his/her parent/guardian, the student's representative of their choice, who may be an attorney, if any, the CEO and such of her assistants as she may designate, legal counsel of the School, and any other persons as the Board panel may deem necessary or appropriate. The Board panel shall make and maintain a record of the hearing.

(3) The Board panel will hold a hearing to consider the appeal if possible within 10 business days after receiving notice thereof and will notify the appealing student, his/her parent/guardian, and legal counsel, if any, of the date of the hearing at least five days in advance. (4) Upon receipt of the notice of appeal, the CEO will assemble a record of all matters considered by the hearing panel. (5) The record and a copy of the hearing panel's decision will be provided by the Board at least five business days prior to the date of the Board panel hearing. A copy of the record will also be available at the office of the CEO to be picked up by the appealing student, his/her parent/guardian or legal counsel. (6) In considering the appeal, the Board panel will review and consider the entire record of the proceedings before the hearing panel, including all of the evidence offered by the school administration and the student. Ordinarily, the Board panel will

not hear or consider any additional evidence at the hearings on appeal. However, in extraordinary circumstances and in the exercise of its discretion, the Board panel by majority vote may permit either party to call witnesses or offer additional evidence.(7) At the hearing, each side shall be allotted a total of 30 minutes to present oral argument. The board panel may extend the 30 minute time limit if it determines that additional time is warranted.(8) Upon conclusion of the hearing, the Board panel will consider all evidence in the record and enter its written decision. The Board panel must adopt the factual determinations made by the hearing panel unless they are not supported by substantial evidence in the record. The Board panel may accept, reject or modify the disciplinary consequences imposed by the CEO or designee. Following the issuance of the Board panel's decision, the CEO shall implement the decision. A copy of the Board panel's decision will be mailed via US mail to the student and his/her parent(s)/guardian or to his/her legal counsel, if any, and to the CEO. The decision should be mailed within five working days of the Board panel's decision, or if the decision is not unanimous, the decision of the full Board. The decision of the Board under this provision is final.***365-Day Suspension for Firearms/Destructive Devices***The procedures for appeal of long-term suspension above shall apply in cases involving the possession or use of a firearm or destructive device except as follows: the hearing panel shall only decide whether the student committed the violation and not what length of discipline is appropriate. Upon receipt of the hearing panel's decision, the CEO will review the case and may impose the 365-day suspension or modify the 365-day suspension on a case-by-case basis. If the Superintendent imposes a 365-day suspension, the student and parent shall be notified of the CEO's decision and of the right to petition the board for readmission after 180 calendar days from the first date of the 365 day suspension. ***Suspension of Children with Disabilities***Child(ren) with a disability" as used in this section may refer to a child identified as disabled in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or both. Each subsection below is prefaced with an explanation of the extent to which i t applies to students who are identified under both IDEA and Section 504, and to those identified solely under Section 504.

A. Suspensions totaling less than ten (10) Days in a School Year (Short-Term Suspensions)
This section applies to children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, or both. A child with a disability may be suspended for a period of up to 10 consecutive days, or for multiple periods of 10 days or less to the extent permitted by state and federal law, if the child exhibits behavior for which nondisabled students could be suspended. The school shall comply with all applicable federal and state guidelines governing such suspensions. "Suspension" includes both out-of-school suspensions and in-school suspensions when students are excluded from their educational programs.

B. Multiple Short-Term Suspensions Exceeding 10 Days Cumulative in a School Year)

This section applies to children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, or both. When a series

of short-term suspensions accumulate to more than 10 school days in a school year a determination of whether the series of suspensions creates a change in placement will be made on a case-by-case basis. Among the factors to be considered when determining a change of placement are; the removal is for more than 10 consecutive school days; or the child has been subjected to a series of short term removals totaling more than school days. Also, the behavior is substantially similar to previous behavior incidents and how close the removals are to one another. If it is determined that the proposed suspension will not constitute a change in placement, the school may implement the suspension to the extent permitted by state and federal law and in accordance with Board policy applicable to nondisabled students. The school shall comply with all applicable federal and state guidelines governing such suspensions. If it is determined that the most recent suspension constitutes a change in placement, an IEP team will convene to conduct a MDR (Manifestation Determination Review).

C. Long-Term Suspensions/Expulsions or Other Suspensions that Result in a Change of PlacementExcept as noted, this section applies to children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, or both.

In the event that a child with a disability exhibits behavior which, if the child were not a child with a disability, could result in the suspension or expulsion of the child from school for a period of more than 10 days or a series of suspensions that result in a change of placement, the school shall immediately, if possible, but not later than 10 school days after the decision to take such disciplinary action, require the school's team to schedule a MDR meeting to (1) review the relationship between the child's disability and the behavior subject to disciplinary action in accordance with state and federal law.If the review establishes that the misconduct is not a manifestation of the child's disability, the school may initiate its normal disciplinary procedures, but shall continue to provide the student with a free appropriate education to the extent and in the manner required by law. If the review establishes that the misconduct is a manifestation of the child's disability, the school may not initiate its normal disciplinary procedures.The IEP team will determine if the child's current educational program and placement are appropriate and will develop or revised the behavior intervention plan(in accordance with law. For students identified solely under Section 504, the following modifications to this section apply: In lieu of an IEP team, a multidisciplinary team that includes persons knowledgeable about the student shall conduct the review of the relationship between the student's disability and the behavior subject to disciplinary action. The team may, but is not required to develop or implement a behavior intervention plan.Educational services need not be continued during normal disciplinary procedures unless such services would be provided to nondisabled students under the same circumstances.***D. Parental Notice of Rights***This section applies to children identified as disabled under the Individuals with Disabilities Education Act. It does not apply to children identified as disabled solely under Section 504 of the Rehabilitation Act of 1973.In all actions involving suspension of a disabled child for more than 10 days, the parties have available all due

process rights of G.S. 115C-116 and 20 U.S.C.1415. Not later than the day on which the decision to take disciplinary action is made, the school shall notify the child's parent/guardian of the action and of their due process rights. This section applies to children identified as disabled solely under Section 504 of the Rehabilitation Act of 1973. In all actions involving suspension of a disabled student for more than 10 days, the parties have available all the rights under Section 504 of the Rehabilitation Act of 1973 and the Board's Section 504/ADA policy. The parent/ guardian shall be notified of the action and of their rights as soon as practicable under the circumstances. ***E. Consideration of Student Records by Decision-Maker*** This section applies to children identified as disabled under the Individuals with Disabilities Education Act. It does not apply to children identified as disabled solely under Section 504 of the Rehabilitation Act of 1973. Whenever the school initiates disciplinary procedures applicable to all children as described in this section, it shall provide a copy of the student's special education and disciplinary records for consideration by the individual(s) making the final determination regarding the disciplinary action. ***F. Students Not Yet Determined to be Eligible for Special Education*** This section applies to children who may qualify for services under the Individuals with Disabilities Education Act. It does not apply to children identified as disabled solely under Section 504 of the Rehabilitation Act of 1973. If a child who has not been determined to be eligible for special education commits a violation of school rules that would result in suspension or expulsion from school, the school may not exclude the child from school to the same extent that it would exclude a nondisabled child for the same offense, if the school had **prior knowledge** that the child was disabled before the violation occurred. IDYL school is deemed to have knowledge of a student's disability if: *The parent/guardian has expressed a concern in writing to school officials that the student is in need of special education;*

The parent/guardian has requested an evaluation to consider eligibility for special education; The child's teacher or other school staff have expressed concern about a pattern of behavior by the student to the EC Director or other supervisory personnel; or Prior to the behavior that precipitated the disciplinary action, the behavior and performance of the child clearly and convincingly established the need for special education. Prior disciplinary infractions alone do not constitute clear and convincing evidence.

Expulsion of a Student

Upon recommendation of the principal and CEO, the Board may permanently expel a student who is 14 years of age or older and whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Prior to the expulsion of any student, the IDYL board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation, as well as reasonable notice of the time and place of the scheduled hearing. The Board's decision to expel such a student shall be based on clear and convincing evidence. The Board may also consider the State Board of Education guidelines defining acts and conduct that are considered a clear threat to the safety of students or employees.

The decision of the Board under this provision is final, subject only to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. Any student who has been expelled may petition the Board for readmission after 180 calendar days from the date of the beginning of the student's expulsion.

Maintenance of Discipline Data

The CEO shall maintain data on each student suspended, or expelled, or reassigned for disciplinary purposes, including the race, gender and age of each student, the school attended, the duration of each suspension, and whether a student had multiple suspensions.

Student Searches

While IDYL School respects and upholds students' rights to privacy, there are some situations that may warrant a student search. Students and their personal effects (e.g. purse, book bag) may be searched if a school authority has reason to believe they may possess illegal, stolen or unauthorized materials. A pat-down search may be conducted in private by a school official of the same sex with an adult witness of the same sex present. A more intrusive search may be conducted in cases when a school official reasonably suspects that a student is concealing an item posing imminent danger. This type of search may only be conducted with the CEO's approval, unless the delay to follow procedure threatens the health and safety of students. Locker searches are different. Student lockers are school property and remain at all times under control of the school. School officials reserve the right to conduct locker searches at any time without notice, student consent or search warrants. This includes breaking the lock if necessary.

IDYL retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property without notice, student consent or search warrant. The interiors of student cars on school property may be searched whenever school officials have reason to believe they contain illegal or unauthorized materials.

Again, to ensure the safety and protection of our students, School computers are property of the school and can be inspected at any time.

Seclusion and Restraint

School personnel may use reasonable restraint or seclusion techniques with students. Principals shall notify parents of any prohibited use of seclusion, restraint or aversive techniques.

School Bus Transportation

Riding the Bus

IDYL provides transportation as a privilege to its students. No student has a right to be transported by the school. Riding the bus is a privilege. Misconduct may result in a student losing

his/her privilege to ride the bus.

Nondiscrimination Policies

In compliance with federal law, including the provisions of Title IX of the Education Amendment of 1972, IDYL Schools does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities and hiring.

How to Contact Us

Contact Information

Find phone numbers and email addresses of people who can help you by searching our online directory: www.theidylschool.org

IDYL expects all employees, students and other members of the school community to conduct themselves in an appropriate manner with concern and respect for all members of the school community. Discrimination and harassment on the basis of race, sex, religion, creed, disability, national origin or language minority status will not be tolerated.