



The Experiential School of Greensboro Family Handbook

Revised December 2023

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School Mission and Charter

Mission of the School

The mission of The Experiential School of Greensboro is to educate creative, critically engaged citizens using an experiential curriculum that extends the classroom into the downtown Greensboro community.

Our Charter

The Charter of The Experiential School of Greensboro, approved by the Department of Public Instruction of the State of North Carolina, is available for review on DPI's website. It explains our founding concepts, organization, and commitments in detail. Any amendments to the charter are approved by DPI and the State's Board of Education. A few key elements of our charter are described below.

Educational Philosophy, Curriculum and Methods

The Experiential School of Greensboro is a North Carolina public charter school. Our campus is located at 301 S.Church Street in Downtown Greensboro, NC. TESH was founded in 2017 and was designed to:

1. encourage the use of different and innovative teaching methods,
2. create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site,
3. provide parents and students with additional choices of unique educational opportunities within the public school system.

The Experiential School of Greensboro is an innovative and creative learning community. We believe our diversity and inclusive practices help construct a culture of equity. In all of our classrooms we treasure and take advantage of the different backgrounds and gifts that come with a free public education.

The Experiential School of Greensboro is rare among public schools because of its **experiential** and **student-centered** educational philosophy. Experiential means that children are learning by doing, creating original projects, innovatively solving problems, and applying their knowledge and skills in real-world scenarios. Student-centered means that the organization of the school and the methods we use to teach students emerge from our knowledge of how youth learn best, and from our belief that, given appropriate opportunities, students actively and enthusiastically participate in developing their own abilities and identities.

Because our methods derive from an experiential and student-centered perspective, our classrooms look and feel different from traditional public school classrooms. Three research-based concepts shape our curriculum and methods:

1. Our curriculum is **developmentally appropriate**, meaning that each student is introduced to new ideas and skills at a pace appropriate to that student's readiness to learn. Since students of the same age will typically reflect different levels of readiness, they may be working at different levels of complexity in our classes.
2. Our curriculum is **integrated around projects**. It recognizes the fact that the various branches of knowledge such as science, mathematics, social studies, and language arts to name only a few, are actually intertwined in the world around us. These disciplines are combined in our classes around common activities. An integrated curriculum respects and nourishes individual learning styles, multiple intelligences, and the creative union of knowledge and skills in solving real-life problems.
3. Our curriculum is **hands-on**: students are encouraged to experience concepts. There is an emphasis on building from student's interests and learning in a meaningful way, with opportunities to apply skills and knowledge to meaningful problems.

Project Based/Design Based Learning

TESG uses Project Based and Design-Based Learning Frameworks as guides for experiential curriculum and instruction. At TESH, design based learning starts with a question. The standard curriculum defines a

broad topic (for example, weather) and the students decide what to study in more detail (for example, storms). Students read about storms; write about them; use math and science skills to analyze them; use art and movement to explain them. They will invite experts, and go to places where they can learn more about storms. By the end of the unit, they will have created many products that demonstrate what they know. Some products will be whole-class efforts; others are individual students' creations. Students build academic skills in the context of real work/projects, rather than an emphasis on worksheets. Students can use their individual skills and talents to show what they know. The quality of their work is graded against expectations that take into account each student's strengths and challenges.

Culturally Responsive Teaching

TESG is an engaging and diverse educational community. We create environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. We embrace differences and offer respect in words and actions for all students, families, and staff.

We value diversity among our student body, families, teachers and staff. Diversity includes race, gender, socioeconomic status, family background and configuration, ethnicity, sexual orientation, physical and academic abilities as well as all kinds of "identity". Teachers and staff are expected to value our community's diversity as one of our greatest strengths and to nurture this value among the whole community. TESG strives to build a school community where all families and individuals are represented within a supportive, equitable environment.

Governance / Administration

Responsibility for the overall sustainability of The Experiential School of Greensboro and attainment of the goals outlined in our Charter resides with the Board of Directors. These responsibilities include:

1. ensuring that our focus remains on our stated mission and our educational goals are clear,
2. ensuring appropriate means for measuring our progress
3. ensuring the financial stability of the school and its adherence to legal mandates
4. ensuring the safety and appropriateness of our learning facility

Other Board responsibilities include setting policy and addressing any other issues the Board deems important to the development and maintenance of excellence at TESG. Board members' information can be found [here](#).

The Board hires the school's Executive Director who, in turn, has responsibility for carrying out Board policies. The Board is not involved in the day-to-day operation of the school. The Executive Director oversees the administration and daily operations of the school, including hiring and supervising staff, and is charged with meeting goals relating to student learning and development. In addition, the Executive Director is primarily responsible for communication between the school, parents, and the larger community.

The Board of Directors meets monthly. Dates and times of Board meetings are posted on the school's website. All Board meetings are open to the public for observation, except those meetings which are closed according to the rules of the NC Open Meetings Law. Non-Board members are not expected to speak at public meetings unless they have followed the policy below for requesting to speak during the public comment portion of the board meetings.

The Board Agenda is determined prior to the meeting by the Board President in consultation with other Board Members and the Executive Director. Minutes are linked on the school website and are posted after they are adopted by the Board at the subsequent meeting. The TESG Board has standing committees on Curriculum, Finance, and Grievance.

Administrative Reports

The Executive Director is responsible for providing the Board of Directors with accurate and timely data with which to monitor the school's overall performance. Data will be provided via monthly reports and progress towards TESG's Academic and Operational Goals. Financial Reports provide summaries issued by the accounting firm. Program Reports shall ensure that the experiential learning instructional

model is being effectively implemented and that the instructional program is providing students with a rich and engaging learning community.

The Executive Director will report on the following goals on a quarterly basis:

1. Program Goal 1: At least two “major” projects will be developed, implemented, and assessed each year. “Major” projects are defined as those that span a period of more than 2 weeks, involve a minimum of 2 grade levels, integrate a minimum of 3 curricular areas, and feature some aspect of community engagement.
2. Program Goal 2: All students will be engaged in off site learning opportunities a minimum of eight times per year.
3. Program Goal 3: All teachers will be trained in experiential education, project based learning methods, portfolio assessments, and the adopted social curriculum.

Guidelines for Participation in TESG Board Meetings

1. Anyone who wishes to put something on the agenda of a full board meeting or to speak at a full board meeting should contact the Board President at (boardpresident@tesgk8.org) with a copy to the Executive Director (trshaw@tesgk8.org), a week in advance of the meeting. The request should include the nature of the presentation/agenda item, and in the case of presentations, the person/people who will be making the presentation and the duration of the presentation.
 - a. The President of the Board may add the item or presentation to the agenda without consensus of other board members, but if the agenda item or presentation is denied by the President, the other executive committee members must unanimously agree with not allowing the item/presentation.
 - b. The requestor will be given a reason for the denial 2 business days before the board meeting is scheduled to occur.
 - c. For full board meetings, the Board President sends board agenda and supporting documents to board and Recording Secretary in advance of the meeting and posts the agenda on the school website.
 - d. Anyone who wishes to put something on the agenda of a Committee meeting should speak with the Committee Chair.
 - e. For meetings of Standing Committees, the Committee Chair sends the committee agenda and supporting documents to the committee members and the recording Secretary in advance of the meeting.
 - f. The Secretary will post the agenda to the school’s website.
 - g. If materials are discussed, these will be explained and may be available on applicable outlets.
 - h. Board members may invite an attendee to speak if the Board member believes the Board may have missed something through our input systems.
2. The opportunity to address the Board at each regular board meeting is 30 minutes at the beginning of the meeting.
 - a. Each speaker has up to three minutes, subject to change due to the number who wish to speak.
 - b. Speakers may not ask questions of Board members.
 - c. Board members may not engage speakers in discussion.
 - d. Disruptive behavior is not permitted.
 - e. Personal attacks aimed at students or staff is not permitted.
 - f. Obscene or defamatory language aimed at anyone is not permitted.

Applications and Admissions

The Experiential School of Greensboro is a tuition free public charter school in North Carolina. Pursuant to General Statute § 115C-218.45):

1. The Experiential School of Greensboro will admit students in grades K-8 every year who are otherwise eligible to attend a public school (see G.S. § 115C-364).

2. To be eligible to attend The Experiential School of Greensboro, students must be residents of North Carolina.
3. The Experiential School of Greensboro will not discriminate against students on account of intellectual ability, measures of achievement or aptitude, athletic ability, or disability, not shall it limit admission to students on the basis of gender, race, creed, national origin, religion, or ancestry (§ 115C-218.55).
 - a. The Board of Directors and the Executive Director shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within Guilford County. Racial and ethnic composition shall be reviewed annually and should it be determined that the school population does not reflect Guilford County composition data, the Board of Directors and administrative team will convene a special task force comprised of the Board of Directors, Executive Director, and teachers to examine causes and propose solutions for achieving greater racial and ethnic diversity. This task force will present their solutions to the Board of Directors who will review and approve them for implementation.
 - b. The Experiential School of Greensboro shall be subject to any court-ordered desegregation plan in effect for Guilford County School.

Enrollment Application Procedures (Pursuant to General Statute § 115C-218.45)

1. During each period of enrollment, The Experiential School of Greensboro shall enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a grade level. In this case, students shall be accepted by lottery (see Lottery Policy).
2. Class sizes may vary based on enrollment.
3. The application for enrollment form will be accessible to families online. Links to the application will be posted to the school website. Families may also access the online application from a computer terminal in the front office. If online access is entirely unavailable, families may come to the school to submit online.
 - a. The application for enrollment shall request the following information: student name, grade level, birthdate, names of siblings also attending or applying to TESSG and their grade levels, parent name(s), parent(s) email, parent(s) phone number, and parent(s) home address.
 - b. The application will require an electronic signature certifying this following statement: "By typing my name below and submitting this application, I certify that the above information is true and accurate. I understand that if I have provided inaccurate or false information, it may result in this application being denied. I verify that this child is domiciled with me in North Carolina. I understand that if I am accepted for admission, my enrollment will not be considered complete until proof of residency has been received (examples of proof of residency include a copy of utility bill with name of parent/guardian listed, copy of driver's license, etc.). Students must be domiciled in North Carolina at time of application."
4. The Experiential School of Greensboro's application period will begin no later than November 1 of the year prior to the academic year in question and continue until the day before the start of the academic year.
 - a. If the number of applications exceeds available seats, a public lottery will be held on March 1, in accordance with all NC charter school laws.
 - b. Applications to be included in the lottery process must be received no later than 11:59pm on February 28. They will be reviewed for completeness by the Administrative Team.
 - c. Applications received after February 28 will be placed at the end of the lottery generated waitlist in the order in which they were received.
5. Once enrolled, students are not required to reapply in subsequent enrollment periods, however they should submit an "Intent to Return" form. This form is for school planning purposes only. Failure to return the form shall not result in un-enrollment or any other consequence.

6. Any applicant on the waitlist from the previous year must re-submit an application for the following academic year once that enrollment period opens.
7. The Experiential School of Greensboro may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.
8. The Experiential School of Greensboro may give enrollment priority to any of the following:
 - a. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
 - b. Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by The Experiential School of Greensboro.
 - c. Limited to no more than fifteen percent (15%) of the school's total enrollment, the following:
 - i. Children of the school's full-time employees.
 - ii. Children of the charter school's Board of Directors.
 - d. A student who was enrolled in the school within the two previous school years but left the school
 - i. to participate in an academic study abroad program or a competitive admission residential program or
 - ii. because of the vocational opportunities of the student's parents.

General Enrollment Lottery Procedures

1. During each period of enrollment, if the number of applications exceeds the capacity of a grade level, students shall be accepted by lottery.
2. On March 1, the administrative team will run the lottery using an online system.
 - a. The system will automatically generate the lists of accepted students for each grade level, factoring in sibling preference and accounting for children of employee/Board member preference
 - b. The system will run the preference group lottery, if required.
 - c. Once all seats in each grade level are full, the lottery system will continue drawing names and place them onto grade-level waitlists in the order in which they were drawn.
3. The lottery procedure for siblings is as follows:
 - a. If siblings apply for admission to The Experiential School of Greensboro all in the same year, the family surname (or a representative name) shall be entered into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.
 - b. If multiple birth siblings apply for admission, one surname shall be entered into the lottery to represent all of the multiple birth siblings applying at the same time. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
4. Siblings of students as defined in the enrollment policy shall be given preference in admissions and shall not be entered in the lottery.
5. A student who was enrolled in the school within the two previous school years but left the school to participate in an academic study abroad program or a competitive admission residential program or because of the vocational opportunities of the student's parent shall be given preference in admissions and shall not be entered in the lottery.

6. Children of Board Members and full-time employees of The Experiential School of Greensboro who are otherwise eligible for admission shall be given preference in admissions and shall not be entered in the lottery.
 - a. If students in this category would account for more than fifteen percent (15%) of the school's total enrollment, a separate lottery shall be held prior to the main lottery to fill the available slots.
 - b. Students who are not admitted through this special lottery may apply for admission and enter the regular lottery process.
7. Priority in admission shall be ranked as follows:
 - a. children of full time staff and board members as defined in 501.7.c
 - b. siblings of currently enrolled students as defined in 501.7.a
 - c. students returning from approved absences as defined in 501.7.d
 - d. siblings of students completing four or more years and the highest grade level at TESG as defined in 501.
8. Students must be 5 years of age by August 31st of the year they start school.

Student Withdrawal, Re-enrollment, and Transfer

Families who wish to withdraw a student should notify The Experiential School of Greensboro in writing by completing the withdrawal form found on the school's website. This is for school record keeping purposes and to facilitate the forwarding of student records, failure to notify in writing will not result in penalties for the student or their family.

1. Families who withdraw their student(s) may be asked to participate in an Exit Interview.
2. Upon receiving a transfer form from the student's new school, The Experiential School of Greensboro will provide all relevant and required records.
3. If the family chooses later to re-apply, they must complete a new application and participate in the lottery process again.

Admission of Retained Students

If a student is admitted to the school for a specific grade level, but after admission, is retained by his/her current school, The Experiential School of Greensboro will honor the decision of the current school. If space is not available in the grade in which the student is being retained, that student will be put onto a waiting list directly behind any children of current employees, siblings of currently enrolled students, and multiple birth siblings who are on the waiting list.

Failure to Attend

1. The Experiential School of Greensboro shall collect enrollment confirmation packets from all new families before the first day of school. The school will make two documented attempts to contact any family who has not completed packets to confirm the intent to enroll.
2. If a student does not attend on the first day of school, The Experiential School of Greensboro shall make at least one documented attempt to contact the parents/guardians prior to the end of the day via phone or email. If the student is still absent on the 2nd day, the school will make an additional documented attempt to contact the parents/guardians via phone or email. If the student is still absent at the conclusion of the 2nd day, and no parent/guardian communication has been received about an excused absence, the Executive Director is authorized to remove the student from the enrollment roster and offer that slot to the next student on the waiting list.
3. If, during the first 20 days of school, an enrollment slot becomes available due to withdrawal or failure to enroll, that slot will be offered to the next student on the waiting list.

Closing of Enrollment

Enrollment will remain open until the end of the first 20 days of the school year. Enrollment may continue beyond the 20 day mark if financially necessary, space permits, staff are hired throughout the year with attending children, family custody/configuration changes or other extenuating circumstances.

Student Code of Conduct & Discipline Practices

Student Code of Conduct

1. Pursuant to G.S. 115C-390.2 TESG has a Code of Conduct that informs students of the behavior standards expected of them, the conduct subject to discipline, and the range of disciplinary measures that may be used by school officials.
2. The following Code of Conduct applies to all members of TESG's community, including staff, volunteers, students, families and community members: As engaged members of TESG's community, we are committed to:
 - a. Treating others with kindness and compassion.
 - b. Demonstrating respect for ourselves, others, and surroundings in all we do and say.
 - c. Taking responsibility for ourselves.
 - d. Being open to new ideas.
 - e. Seeking out help when we need it.
 - f. Considering the needs of others.
 - g. Conducting ourselves in a safe manner.
 - h. Demonstrating thoughtfulness in all we do and say.
 - i. Actively participating in our learning community.
 - j. Helping and supporting those around us.
 - k. Doing no harm to others.
3. If a student is found to have violated one or more of the above listed expectations, he or she may be subject to disciplinary practices.
4. TESG is committed to encouraging students to use appropriate and positive problem solving, conflict resolution, and communication skills to resolve conflicts and correct mistakes. This practice will be modeled by all TESG Faculty and Staff on a daily basis. Staff will always be available to supervise and assist in the process as needed. In addition, these skills and practices will be part of the very foundation of TESG's overall approach to student learning.

Dress Code

TESG respects students' rights to express themselves in the way they dress and students are expected to respect the school community by dressing for the school environment. Dress should be appropriate to weather and activity, not include any offensive language or imagery, no eyes/face/head covering (other than for health or religious reasons), and must be opaque. Students must wear clothing including both a top and bottom or one piece including both. When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit (including straps) to mid-thigh. Shoes must be worn at all times. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Disciplinary Practices

1. The Experiential School of Greensboro will adhere to clearly defined discipline procedures based on respect, equality, and the right to due process and grounded in the Responsive Classroom and Peaceful Schools program protocols. Violation of the Code of Conduct in school, on school grounds, or at any school sponsored event or activity may result in consequences designed to prevent the behavior from recurring. These consequences may include and do not follow any specific order:
 - a. Respectful and informal reminder of expectations.
 - b. Student/teacher dialog.
 - c. Loss of classroom and/or school privileges.
 - d. Conflict resolution and mediation strategies for those involved.
 - e. Communication with parents/guardians.
 - f. Parent/guardian conferences.

- g. Student meeting with the Executive Director.
 - h. Behavior agreements.
 - i. Suspension.
 - j. Exclusion/Expulsion.
2. Prohibited Disciplinary Practices: The following disciplinary procedures are not acceptable at The Experiential School of Greensboro and staff members are prohibited from employing them:
 - a. Any form of corporal punishment.
 - b. Physical restraint except in accordance with G.S. 115C-391.1.
 - c. Seclusion except as allowed in G.S. 115C-391.1.
 3. Staff may employ reasonable force to control behavior or remove a person from the scene in those situations when necessary as allowed in G.S. 115C-390.3.
 4. Repeated Violations of Student Code of Conduct: If behavior issues are chronic, occurring between a child and multiple peers/teachers, school staff will work with the student and their family to request a Functional Behavioral Assessment (FBA) and potentially create a Behavior Action/Intervention Plan (BA/IP), a list of concrete suggestions for solving the problem which could include referrals to special support services. BA/IPs are revisited and revised regularly.
 5. Theft, Vandalism, Damage to School Property, and Restitution: If willful or unlawful destruction of property, stealing, or any disciplinary infraction results in property damage, the student/parent/guardian is responsible for restitution specific to cost of repair or replacement. Written notification, via mail, fax or email will be sent and serve as documentation for the restitution required allowing student/parent/guardian the opportunity to repair, replace or make payment necessary. If no restitution takes place, pursuant G.S. 115C-523, the Board of Directors shall make written demand upon the parent or legal guardian as a prerequisite to bringing suit.

Procedures for Short Term Suspensions

1. A short term suspension is a removal from the school for a period of less than ten (10) days. An Executive Director may impose a short term suspension in the cases outlined directly below under "Grounds for Long Term Suspension, Exclusion or Expulsion".
2. Pursuant to G.S. 115C-390.6, short-term suspensions are not entitled to appeal nor are they subjected to judicial review.
3. Pursuant to G.S. 115C-390.6, short term suspensions will be imposed by the Executive Director following a meeting with student(s).
4. The student will be notified orally or in writing of the charges as soon as possible following the violation and the meeting may be held immediately after the notice is given.
5. The student will meet with the Executive Director and will be informed of the charges and the basis for the accusations, and the student has the right to make statements in defense or mitigation of the charges.
6. If the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts the education of other students or the maintenance of discipline at the school, the meeting may be postponed until it is practical.
7. The Executive Director will provide the parent with a notice of the short term suspension which includes the reason for the suspension and description of the student's behavior which led to the suspension. The notice may be given in person, by telephone, email, facsimile, or certified mail and should be given by the end of the workday of the suspension if possible but no later than two days after the suspension is imposed.

8. A student subject to short-term suspension shall be provided the following:
 - a. The opportunity to take textbooks home for the duration of the suspension.
 - b. Upon request, the right to receive all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignment.
 - c. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Grounds for Long Term Suspension, Exclusion or Expulsion

TESG, in order to create and maintain a safe and orderly learning environment, will consider all aspects of student discipline issues that may arise as well as the wellbeing of the learning community. The School Director has the authority to use short-term suspension for lesser violations of the student code of conduct, as stated above, and may use their discretion to impose a short term suspension or recommend a long term suspension, exclusion or expulsion to the Board of Directors based on the severity of the situation. Support services will be provided upon a student's re-entry. Victimized students and staff will also be offered services to help rebuild senses of trust and safety.

Procedures for Long Term Suspensions

1. A long term suspension is a removal from the school for a period of 10 days or more. If the suspension occurs before the last trimester of the year, the suspension may not be for more than the remainder of the school year. If the suspension occurs during the final trimester of the year, the suspension may include a period up to the end of the first semester of the next year.
2. As outlined in G.S. 115C-390.8 the Executive Director will provide the parent with a written notice by the end of the workday of the suspension if possible or as soon as practicable thereafter. The written notice may be provided by certified mail, fax, e-mail or other written method. The notice will contain information outlined in G.S. 115C-390.8.
3. All procedures for long term suspension of a student will be pursuant to G.S. 115C390.7.
 - a. The Executive Director will recommend a long term suspension to the Board of Directors if the incident or ongoing behavior of the student warrants exclusion or long term suspension to ensure the safety of other students, staff or school visitors, or to prohibit disruption to the educational environment.
 - b. Only the Board of Directors, or a sub-committee of the Board of Directors has the authority to impose a long term suspension. The Board of Directors may appoint a committee of not less than three members (not to include the Executive Director or any staff member under the supervision of the Executive Director) to consider the recommendation for long term suspension and to make the decision to impose a long term suspension, exclusion, or expulsion within 10 days from the first day of suspension.
 - c. The Board President will notify the student's parent(s), or other legal guardian of the Board's sub-committee decision and advise of procedure for requesting a hearing within 24 hrs of receiving written communication.
 - d. If a parent has requested a hearing to contest the decision, the Board of Directors, or its sub-committee will hold hearing and include the parent in the proceeding. The Board President will notify the parent at least 24hrs prior to the hearing date. This notice will include:
 - i. The date, place, and time of the hearing.
 - ii. A statement of the specific facts, charges, and offenses upon which the proposed suspension is based.
 - iii. A copy of TESC Charter School's disciplinary rules related to the alleged violation. The student and/or parent may present a written statement and may be allowed ten (10) minutes to make oral comments.
 - iv. Additionally the student or the student's parents/guardians has:
 1. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.

2. The right to be present at the hearing, accompanied by his or her parents.
 3. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of G.S. 115C-390.8. a. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
 4. The right to present evidence on his or her behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed in G.S. 115C-390.2(g).
 5. The right to have a record made of the hearing.
 6. The right to make his or her own audio recording of the hearing.
- v. If neither the student or parent appears for the scheduled hearing, the parent and student are deemed to have waived the right to a hearing and the recommendation decision remains.
 - vi. The Board of Directors or its sub-committee will review all information provided by the student or parent and the Executive Director regarding any changes to the recommendation for long term suspension.
 - vii. The Board President will notify the student's parent(s), or other legal guardian of the Board's decision in a letter within three days following the day of the hearing that contains the following information:
 1. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 2. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 3. Statement that the decision of the Board is final.

Expulsions

Expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Pursuant to GS 115C-390.11, only students ages 14 or older may be recommended for expulsion if the administrator confirms due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. However, in accordance with GS 115C-218.60, a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process. A student recommended for expulsion or exclusion will be given the same due process as long-term suspensions. The hearing will be presided over by the Board of Directors of The Experiential School of Greensboro. In the event of a decision to exclude or expel a student from TESH, the Executive Director will work cooperatively with the district of residence to assist with the appropriate placement of the student.

Judicial Review of Long-term Suspension and Expulsion

All long-term suspension and expulsion decisions made by The Experiential School of Greensboro Board of Directors are final, subject only to judicial review in accordance with Article 4 of Chapter 150b of the North Carolina General Statutes.

Supporting Diverse Learners - Exceptional Children Policies

Finding Students with Prior EC Identification

TESG will identify students who have previously qualified for Exceptional Children services in the following ways:

1. As part of the enrollment paperwork, parents/legal guardians will be asked to report their student's previous EC identification.
2. Once a child has completed their enrollment paperwork, the Executive Director shall conduct a search for that child in ECATS (or another database, as applicable).
3. Upon identification, the Executive Director shall immediately request existing documentation regarding the child's Exceptional status from their previous school, care providers, and parent/legal guardian so as to ensure all necessary service as documented in a student's IEP can begin on their first day of enrollment.

Requesting Records from Previous Schools

When a child transfers into TESHG with an existing IEP or 504 Accommodation plan, those records will immediately be requested from the student's previous school. In addition to a traditional records request being faxed, a phone call will accompany all records requests for students with an IEP or 504 plan. The purpose of this call is to immediately verify and obtain pertinent information regarding the placement and service needs of students with disabilities and to prepare accommodations as applicable to support identified students on their first day of enrollment. In cases where records or services information is not received, the Executive Director or EC Coordinator will personally contact the previous school's Principal or Director to request this information.

Child Find

TESG adheres to the Child Find Mandate included within the Individuals with Disabilities Education Act (IDEA).

1. Child Find requires that all children with disabilities age three through twenty-one residing in the LEA, including children who are homeless or are wards of the State and highly mobile children, including migrant children, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.
2. Child Find extends to the process of determining which children are currently receiving needed special education and related services, even if they are advancing from grade to grade.
3. TESHG is responsible for participating in state Child Find activities (such as posting and distributing information on Child Find to families).
4. TESHG will also use family questionnaires upon enrollment and again annually to identify family concerns that may result in student evaluation. Teachers and administrative staff will also be trained in how to identify students who may need evaluation.
5. Within thirty (30) days of receipt of written notification of concerns regarding a child from a parent/legal guardian, TESHG shall issue a written response. The response shall include an explanation of reasons TESHG will not pursue the concerns or an invitation to a meeting to review existing data with the school team. At this meeting a parent/legal guardian may be invited to give consent to an evaluation of their child for consideration during a special education eligibility determination meeting. Eligibility for an Individualized Education Program is determined by the team (including the parent/legal guardian) within ninety (90) days of the referral based on standards published by the state.
6. If an evaluation is deemed necessary and the parent/legal guardian consents to evaluation, TESHG shall facilitate that evaluation at the public expense. If a parent/legal guardian is dissatisfied with the findings of that evaluation, they have a right to an independent educational evaluation at the public expense in accordance with 34 CFR §300.502 and NC 1504-1.

Full Continuum of Service

TESG shall offer a full continuum of services to enrolled students, providing all settings, modifications, and accommodations a child requires as documented in their IEP.

General education teachers will be notified of student IEP or 504 plans and trained to implement and document all accommodations and modifications to their classroom instruction as required before the student's first day of enrollment if they have been previously identified and as soon as the plan is developed for students identified after the school year begins.

Least Restrictive Environment

1. Per the Least Restrictive Environment (LRE) Requirement in IDEA, special education services should be delivered in regular education classes (not special classes, separate schooling, or other removal from the regular ed environment) except "when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U. S. C. § 1412(a)(5). If the IEP of a student with a disability can be implemented satisfactorily with the provision of supplementary aids and services in the regular classroom in the school the student would attend if not disabled, that placement is the LRE placement for that student.
2. The Experiential School of Greensboro recognizes that parents are members of any team that develops the IEP and decides on placement. IDEA Section 1414(e) requires that the school "...ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child."
3. The full continuum of service chart is updated by the EC teachers and located in the EC office and digitally. It includes child's initials, grade-level, date records were received, and is separated by placement category (Regular - 80% or more of the day with nondisabled peers; Resource - 40% - 79% of the day with nondisabled peers, Separate - 39% or less of the day with nondisabled peers).
4. EC Transportation as a Related Service Plan 1. Aligned with IDEA, The Experiential School of Greensboro will meet transportation needs included in a student's IEP, as defined as a related service under the regulations in 34 CFR §300.34(a) and (c)(16) to and from or between schools and/or extra curricular or therapeutic activities.
 - a. The IEP Team is responsible for determining if transportation is required to assist a child with a disability to benefit from special education and related services, and how the transportation services should be implemented.
 - b. The IEP should describe the transportation services to be provided, including transportation to enable a child with disabilities to participate in nonacademic and extracurricular activities in the manner necessary to afford the child an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of that child.
5. TESG has a community based transportation plan for all students to and from school and will make every effort to be inclusive of children with disabilities. If the IEP team determines modifications should be made to accommodate transportation for children with IEPs, TESG will contract for that service through First Student. These specialized buses with attendants have additional costs per day. If wheelchair accessible buses are needed for field trips, these can be chartered for local trips and for nonlocal trips. These charter buses can hold the wheelchair and an additional 20 students. Funds for this service will come from the state per pupil money for Exceptional Children.

EC Confidentiality

All EC and 504 records will be stored in a locking file cabinet, separate from other student records, in a secure location within the school. EC Records will have their own file drawer or drawers as necessary and access will be limited. Each file will have a file review sheet attached to the front which lists individuals who are granted permission to review the file, including individuals working directly with the student, the student's parents/guardians, and those with a signed release. In the front cover of the file will be a review log where individuals who are reviewing the file will record their access. All electronic files will be

password protected and when electronic devices are not being used, they will be stored in a locked cabinet.

EC Accountability

Per North Carolina's statewide testing policy which requires all students with disabilities to participate in the statewide testing program, TESG will provide EC students with the accommodations necessary to ensure access to these state-mandated tests and/or North Carolina alternate assessments.

1. Individual student needs will be met through the development of individualized testing accommodations as part of the EC student's IEP.
2. Accommodations will be used and documented during instruction and similar classroom assessments that measure the same construct.
3. TESG will maintain uniformity of the test administration to maintain test validity and to fulfill the requirements of testing for accountability.

Maintenance of Effort

Per Policy 1502-4 from NC Policies Governing Services for Students with Disabilities, TESG will demonstrate Maintenance of Effort by maintaining special education expenditures. Funding streams for Special Education expenditures may come from federal IDEA grant money, NC Special State Reserve, NC Risk Pool, state per pupil funding for students with exceptional needs, and other temporary state or federal funding streams for students with specific needs or belonging to specific categories (e.g. foster children). It is understood that 100% fiscal effort for special education and related services from year to year must be maintained with few exceptions. These exceptions (NC 1502-5) include, but are not limited to: retirement of highly paid personnel or the graduation or exit of a high-cost student. TESG is committed to maintaining stable funding and service levels from year to year.

EC Discipline Policies

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

1. At TESG the Executive Director along with the IEP team will determine whether the student's disciplinary infraction was a manifestation of an identified or not yet identified disability. With this determination, TESG will apply the code of conduct with accommodations and ensure that the student continues to receive services outlined within the IEP.
2. Per IDEA Discipline Regulations on Discipline, for disciplinary actions resulting in the removal from their typical classroom placement of an EC student for more than ten school days in the same year, TESG will continue to provide a free and appropriate public education by providing services so as to enable the student to continue to participate in the general education curriculum and/or progress toward meeting the goals set out in their IEP. Based on the disciplinary removal, the IEP Team must determine how these services will be provided and should amend the IEP to address the service delivery. The IEP must indicate that the IEP is being revised due to disciplinary removal.

Suspension and Expulsion of Students with Disabilities

Students with disabilities are subject to suspension on the same grounds as general education students provided that suspension is not considered a change of placement as determined by the student's IEP or direct manifestation of the disability.

1. When a behavior arises that may result in suspension of more than ten (10) days, a meeting will be held by the Director and the IEP team to determine if the behavior is a result of the disability (Manifestation Determination).
2. If a Manifestation Determination is made, the student may not be excluded, and the IEP team, parents or guardians, and Administrators will determine immediately what, if any, changes need to be made to the IEP to mitigate the chances of the dangerous behaviors reoccurring.

3. If a Manifestation Determination is not made, the student with disabilities may be suspended or excluded. These students will still be provided with academic and behavioral services as outlined in their IEP.
4. Expulsion of Students with Disabilities: Students with disabilities are subject to expulsion only if all of the following conditions are met:
 - a. The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
 - b. The team determines that the student had been appropriately placed at the time the misconduct occurred and services were fully in place.

Availability of Exceptional Children Policies and Handbooks

The Family Handbook containing the policies related to Exceptional Children is available to families on our school website. Parents/guardians can request a printed paper copy. The handbook of [Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards](#) is also linked on TESG's website and offered to families at every IEP meeting.

Instructional Programming and Policy

Instructional Calendar

The academic calendar for The Experiential School of Greensboro shall be created by the Executive Director with input from all stakeholders and shall be approved by the Board at or before the December meeting of the Board of Directors in the year preceding the school year in question. It must adhere to the following guidelines pursuant to § 115C-84.2.

1. The academic calendar shall be no less than 185 instructional days or 1025 hours over nine consecutive months.
 - a. During COVID-19 (or other such occurrences), the school calendar may be longer with scheduled remote days.
2. The academic calendar shall include a minimum of 10 annual vacation days, including the following holidays: New Year's Day, MLK Day, Good Friday, Memorial Day, Labor Day, Veteran's Day, Thanksgiving Day, and Christmas Day.
3. The academic calendar shall contain a plan for making up instructional days missed due to inclement weather.
4. The academic calendar shall include no fewer than five protected professional development days for staff.
5. The academic calendar shall include no fewer than ten total teacher workdays, which may be used as instructional days if other instructional days are missed for inclement weather.

Length of School Day

1. The instructional day at The Experiential School of Greensboro shall begin no earlier than 8:30 am and end no later than 3:30 pm, unless altered by the administrative team under the following conditions:
 - a. In the case of special events including, but not limited to, field trips, student retreat trips, internship or service experiences.
 - b. In the event of inclement weather necessitating a delayed start or early closure.
2. The Executive Director in conjunction with instructional staff will be responsible for creating the daily instructional schedule, including when and where students engage in curricular activities.
 - a. A basic schedule shall be shared at the beginning of the school year and posted in the classrooms, held by administration.

- b. This schedule shall be flexible to accommodate the needs of student project work, internship activities, community partner availability, and special programming, including but not limited to, service learning, field trips, performances, student work presentations.
3. Temporary changes not affecting the space needs of others may be made at the discretion of the teacher, who will inform the Executive Director of the change.
 - a. Temporary changes affecting the space needs of others must be approved by the director and communicated to all staff affected.
 - b. Permanent changes must be approved by the Executive Director and communicated to families in writing.
 - c. Students will spend the majority of their school day engaged in the instructional program with teachers, support staff, specialists, experts-in-residence, internship supervisors, and/or service-learning/community partners.
 - d. Students will have no less than 30 minutes of recess time each school day. Recess is defined as a period of non-instructional play, preferably occurring outdoors.
 - e. Students will have no less than 25 minutes for lunch.
 - f. Teachers will have no less than 55 minutes during the instructional day for planning, professional development, and/or collaboration with colleagues.

Inclement Weather

In the case of inclement weather, The Experiential School of Greensboro shall announce delays or closures when deemed necessary by the Executive Director. Information regarding school closings or delays will be announced on the school website, through text, and via local media. In consultation with the Executive Director, the Board of Directors will revise the calendar as necessary to make up student days missed due to inclement weather. Instructional time will be made up by converting designated teacher work days to student days. In severe circumstances the Board may consider extending the length of the school year, regular school days or scheduling school days on Saturdays.

Classroom Assessment

The Experiential School of Greensboro utilizes a comprehensive assessment process that includes the collection, analysis, and triangulation of multiple quantitative and qualitative data sources to inform effective teaching and learning experiences and summarize student growth and learning. This approach drives instruction based on needs of students and allows for flexibility in curriculum implementation to promote rich, relevant, and engaging pedagogy. The Experiential School of Greensboro's comprehensive assessment process incorporates multiple ongoing quantitative and qualitative assessments designed to support student growth and monitor continuous academic progress. In addition to state and federally mandated tests, The Experiential School of Greensboro's comprehensive assessment process may include student portfolios demonstrating a wide range of skills and understanding, as well as scaffolds for support through the Pre-referral Assistance Team process and acceleration, providing the necessary differentiation for each student to succeed.

Progress Reports

1. The Experiential School of Greensboro has a standards-based report system. At mid-trimester students and families receive progress reports and at the completion of each trimester, report cards are issued.
2. Two parent-teacher conferences at the end of the first and second trimester will take place. The second trimester conferences will be student led conferences for grades 3-8. Conferences may be requested at any time throughout the year.

Testing Calendar

The following testing calendar reflects the minimum schedule for standardized, external assessments administered at The Experiential School of Greensboro, in accordance with State testing and accountability requirements. Dates are subject to changes based on state guidance.

Assessment	Testing Window (subject to changes by the state)
WIDA Screener or W-APT™	Initial assessment required before Sept. 30 or within 30 calendar days if the student enrolls after the beginning of the school year.
Beginning-of-Grade 3 and 4 English Language Arts/Reading Test	Begins on the 11th day of the school year and continues through the 15th day.
Read to Achieve (Grade 4 Transitional Students Only) Administered to fourth grade students who have not met the third grade reading proficiency standards set forth in the Read to Achieve legislation.	Test to be administered by November 1.
ACCESS for ELLs® Or other comparable assessment selected by the School Directors in conjunction with staff	January-March
Alternate ACCESS for ELLs® Or other comparable assessment selected by the School Directors in conjunction with staff	January -March
End-of-Grade (EOG) Assessments— Grades 3–8 Math and English Language Arts/Reading and Grades 5 and 8 Science 5 and 8	Final 10 instructional days of the school year.
Read to Achieve Test—Grades 1-3	Final 10 instructional days of the school year.
NCEXTEND1 This test is designed for students who have a significant cognitive disability as documented in the student’s Individual Education Program (IEP). At grades 3 – 8 this test serves as an alternate assessment to the End-of-Grade and End-of-Course assessments	Final 10 instructional days of the school year.

EC and 504 Testing Accommodations Plan

1. The Experiential School of Greensboro administration, EC teachers, and general education teachers will be jointly responsible for the accommodations for students with testing needs. Testing needs for a student with disabilities will be considered every school year at the annual review of the student’s IEP or Section 504 Plan. The IEP Team or Section 504 Committee will discuss the individual testing needs of the student with disabilities. The state-mandated tests will be discussed individually to determine which of the following options is appropriate for each state test, field test, or national test at the grade level or course:
 - a. Participation in the general state test under standard conditions (i.e., without testing accommodations)
 - b. Participation in the general state test with testing accommodations
 - c. Participation in a North Carolina alternate assessment, with or without testing accommodations
 - d. Note: The decision regarding participation in a general state test (with or without accommodations) versus the use of an alternate assessment for participation in the North Carolina Testing Program shall be based on the state eligibility criteria and on the

individual needs of the student, and will be documented in the current IEP. The decision regarding a student's participation in an alternate assessment must be made and documented in the student's IEP at least thirty (30) calendar days before the testing window. Students with only a Section 504 Plan are not eligible to participate in a North Carolina alternate assessment.

2. The following steps shall be taken to safeguard testing accommodations
 - a. All teachers, IEP Teams, and Section 504 Committees, including parent(s), guardian(s), and surrogate parent(s), must be informed about the
 - i. state testing requirements at each grade level (including the National Assessment of Educational Progress [NAEP], if applicable);
 - ii. guidelines governing the provision and use of testing accommodations; and
 - iii. guidelines governing the administration and use of the North Carolina alternate assessments
 - b. The EC teachers will maintain testing plans to ensure only eligible students with disabilities with the appropriate documentation in current IEPs or Section 504 Plans are provided testing accommodations during the administration of state tests and, in order to ensure valid test results, all state policies are followed.
 - c. The EC teachers will maintain testing plans to ensure only eligible students with disabilities with the appropriate documentation in current IEPs participate in a North Carolina alternate assessment if not participating in a statewide general assessment with or without accommodations.
 - d. Appropriate documentation in current IEP or Section 504 plans will be on file in the event of state audits or monitoring that may be required as part of the Exceptional Children, State Testing, and/or Accountability Programs.
 - e. Any special scheduling or other provisions that may be required to accommodate testing students with disabilities will be arranged by the EC teachers.
 - f. Copies of testing plans with accommodations will be shared with grade-level teachers and administration to ensure appropriate accommodations are only provided to students with disabilities who have documentation that they are eligible to receive them.
 - g. EC teachers will (a) notify parents/ guardians and students before the actual test administration date about the approved accommodations the student will be provided during the actual test administration and (b) procedures to follow if a student declines to use the approved accommodation(s) during an actual test administration. This information will be documented within the testing plans.

Promotion and Retention Policy

1. Promotion to the next grade level at The Experiential School of Greensboro is based on multiple factors: school based assessments and growth measures, student portfolios containing work samples of the student's work over the year, personal learning goals (if available), teachers' assessments and recommendations, standardized assessments, and student attendance. Students must perform consistently above grade level to be considered for acceleration. Assessments must demonstrate exceeding proficiency and growth throughout the year, EOG scores must be 5s, classroom academic assessments and work habits must be consistent 4s throughout the year. Students must also have attended a minimum of 157 days per school year. A student who is absent 15 days or more may be retained.
2. Retention at TESG is based on multiple factors: school based assessments and growth measures, student portfolios containing work samples of the student's work over the year, personal learning plan goals (if available), teachers' assessments and recommendations, standardized assessments, and student attendance. Students with more than 15 days absent, having consistently performed below grade level as evidenced in growth measures, classroom academic assessments and work habits demonstrating 1s, as well as EOG scores at 1s may be recommended for retention. Evidence must be documented through the Pre-referral Assessment Team process of what interventions were in place to support students or if IEP eligibility testing was recommended.

3. When deciding promotion or retention, the Executive Director, in collaboration with current and rising classroom teachers, shall review the above components concerning a student's academic growth and development. The Executive Director in consensus with the team will make the final determination for all students' promotion or retention. A corresponding form addressing the criteria will be completed and inserted in the student's cumulative file. In the event a case is not evident, the Executive Director can bring the case to the Board of Directors for consultation.
4. The decision to accelerate or retain a student with an Individualized Education Program (IEP) is determined by the IEP team. Students with IEPs may not be retained based solely on their disability, but may be retained or accelerated, as determined by the IEP team, with consideration given to factors such as their proficiency in classroom assessments, growth measures, standardized tests, and attendance. If the IEP team cannot come to an agreement on acceleration or retention, the LEA will make the decision.

Accountability Policy

TESG utilizes multiple quantitative and qualitative measures to evaluate teaching and learning. Data is utilized at the level of individual students, grades/Houses, and the school. Assessment tools include both formal (standardized norm- or criterion-referenced) and informal tools developed by teachers and/or the school. Assessment is both formative and summative, utilizing data to identify learning needs, progress monitoring, and summarize learning outcomes or proficiency. Grounded in the school's pedagogical pillars of experiential education, design-based learning, and social justice education, students are actively involved in the reflection and evaluation of their own learning that may include but is not limited to student-led conferences, portfolios, student exhibitions, and other student-generated artifacts. State sanctioned tests are implemented per legislation at the beginning and/or end of grades as applicable. Student data is shared with parents/guardians during conferences and/or included in report cards at the end of each trimester.

House/Classroom Statement of Commitments

1. The Experiential School of Greensboro believes students should take an active role in creating and maintaining a safe, supportive school climate. TESG also believes relationships are important to creating such an environment.
2. At each school year's start, students and teachers create a set of statements that guide student behavior in their classroom and grade level house. These statements take the place of "rules," but serve a similar function, offering stakeholders clear expectations for articulating what they need and what they will commit to following. Teachers refer to these statements when correcting student behavior and peers use them to hold one another accountable. The statements also promote personal responsibility and consideration for the impact of one's actions on the community. While each Class/House constructs their own statements, these might be prompted by the following questions or similar ones: "Am I aware of other's feelings, safety, and belongings?" "Am I using resources wisely so that everyone in my community can have what they need?" "Am I aware of my role in including all members of the community?"

Policy Against Harassment, Bullying, and Discrimination

1. The Experiential School of Greensboro forbids bullying or harassing behavior, including cyber bullying. Harassment, bullying, and discrimination are defined as conduct intended to intimidate, discredit, injure or disturb a person or group to the extent that the behavior causes mental and/or physical harm and is sufficiently severe, persistent and pervasive so that it creates a learning environment that is intimidating, threatening or abusive. Harassment, bullying and discrimination can occur face to face, in writing or through use of electronic means such as the internet, emailing or text messaging.
2. Any community member who believes that he or she is the victim of harassment, bullying or discrimination by another student shall make a complaint to a teacher, counselor, or administrator.

- a. Depending on the age and abilities of the complainant, the concerns should be put in writing. The information shall be as thorough and detailed as reasonable. All complaints shall be handled as confidentially as possible within the context of a thorough investigation. The accused shall receive full and adequate disclosure, and be allowed to respond to the charges and/or allegations against him/her/them.
 - b. In the event that the alleged conduct is reported to someone other than an administrator, the staff member receiving the complaint shall promptly bring the allegation to the attention of the administrator. The administrator will promptly and thoroughly investigate all complaints. At the conclusion of the investigation the administrator shall meet with relevant parties and discuss the findings.
 - c. At no time should a complainant or witness to an allegation be retaliated against in any way.
3. In the event that the student or parent is not satisfied with the actions of the administrator, the student or parent can file a grievance pursuant to the Grievance Policy.
4. In the event that the administrator finds that the complainant has been a victim of harassment, bullying or discrimination the administrator shall take all reasonable steps to correct any discriminatory effects of the harassment and assure that there is no recurrence of the conduct. The complainant shall advise the administrator of any continuing conduct that has the effect of discrimination within a reasonable time so the administrator can take appropriate steps to prevent its recurrence.
5. Students found to have engaged in harassment, bullying or discrimination shall be subject to discipline pursuant to the Code of Conduct. Students shall also be subject to reassignment of classes and/or schools if appropriate.

Cyberbullying

The school strives to provide a safe, peaceful learning climate for all community members in the school. Therefore, it shall be the policy of the school to maintain an educational environment in which bullying and cyberbullying in any form are not tolerated.

1. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another community member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs and social media).
2. All forms of bullying and cyberbullying by TESG community members are hereby prohibited. Anyone who engages in bullying or cyberbullying in violation of this policy shall be subject to appropriate discipline.
3. Community members who have been bullied or cyberbullied shall promptly report such incidents to any staff member.
4. Complaints of bullying or cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.
5. The term “bullying” and “cyber bullying” shall not be interpreted to infringe upon a student’s right to engage in legally protected speech or conduct.

Delegation of Responsibility

1. Each staff member shall be responsible for maintaining an educational environment free of bullying and cyberbullying.

2. Each student shall be responsible for respecting the rights of his/her/their fellow students, staff, and community members for ensuring an atmosphere free from all forms of bullying and cyberbullying.
3. Students shall be encouraged to report bullying or cyberbullying complaints to any staff member.
4. Any community member who receives a bullying or cyber bullying complaint shall gather information or seek administrative assistance to determine if bullying or cyberbullying has occurred. If the behavior is found to meet the definition of bullying or cyberbullying, the Executive Director must complete the appropriate incident report.

Meeting the Needs of All Students

1. Upon enrolling a student at The Experiential School of Greensboro, parents or guardians complete a series of documents to include a Home Language Survey and Special Education Services Information. These documents are reviewed by the Executive Director who then notes related services that will be needed to support the instructional program.
2. Individualized Education Plans and 504 plans are collected and reviewed prior to the student entering school. These plans will be followed as specified.
3. If other student needs are identified, the Executive Director will explore the situation and what resources may be available to be most responsive and supportive towards the student's success.

Personalized Education Plans and Tiered Support

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.), TESG will incorporate a multi-tiered model for addressing the needs of all students.

1. Tier I: All students will receive Tier I support, defined as the core classroom instruction. Through ongoing standards-based assessment, teachers will document the students' strengths and areas for growth.
2. Tier II: Any student who is performing below grade level in Reading, Writing, Math or Work Habits will move to Tier II intervention. Performing below grade level is defined as receiving scores of 2.0 or below on a majority of the standards on a unit/project checklist at the conclusion of that unit/project.
 - a. The Pre-referral Assistance Team (PAT), consisting of a member of the administrative team, a teacher representative from the grade levels above and below, the classroom teacher, and family members of the student will convene.
 - i. All teaching staff will be trained to serve as members of a PAT and will be expected to do so during the year. Training in the Tiered Support System, writing PEPs, and using evidence-based intervention strategies will occur during staff meetings throughout the first nine weeks of the school year. This training will be offered by the EC Teachers, School Director, and EC experts.
 - b. The PAT will create a Personalized Education Plan (PEP) for the student that sets goals and timelines and documents the evidence-based intervention strategies that will be used to meet those goals.
 - i. The goal of the PEP is for the student to produce evidence that they have mastered the missing standards at a level 3.0 or above.
 - ii. To meet this goal, the student will receive one-on-one or small group reteaching support from the classroom teacher. They may also participate in the following evidence-based practices facilitated by the classroom teacher: peer-assisted learning strategies, leveled literacy intervention, and classwide peer tutoring. This support will occur primarily during class time, however, if necessary, the teacher may encourage the student to participate in extracurricular tutoring, as well.
 - iii. During the Tier II intervention period, students will revise previous unit/project tasks and complete current unit tasks that also evidence missing standards. The

PAT will collect these tasks and checklist scores as data. Scores of 3.0 or above will constitute evidence of successful intervention. Scores below 3.0 after a period of time specified on the PEP will indicate non-progress and move the student to Tier III. c. The PAT will meet quarterly with families to discuss student progress.

3. Tier III: If a student does not progress on the PEP, the PAT may then move the student to Tier III. This is intensive, targeted instruction given in addition to the core and PEP instruction; the instruction may also be more frequent and/or in a smaller setting.
 - a. The goal of the PEP is for the student to produce evidence that they have mastered the missing standards at a level 3.0 or above.
 - b. To meet this goal, the student will receive one-on-one re-teaching support from the classroom teacher. They may also participate in a variety of evidence-based practices facilitated by the classroom teacher or other staff members of the PAT who are trained in their use. This support will occur primarily during class time in an individual or small group setting, however, the teacher or PAT staff member may encourage the student to participate in extracurricular tutoring, as well.
 - c. During the Tier II intervention period, students will revise previous unit/project tasks and complete current unit tasks that also evidence missing standards. They may also create evidence through the completion of intervention tasks at a level of 3.0 or above. The PAT will collect these tasks and checklist scores as data. Scores of 3.0 or above will constitute evidence of successful intervention. Scores below 3.0 after a period of time specified on the PEP will indicate non-progress and result in a revision of the PEP.
 - d. The PAT will meet with families to discuss student progress periodically.

Standards-Based Grading Scales

1. TESG uses standards-based grading to measure and report student mastery of the content standards.
2. The class summative grade is then based on the scores for each standard on the evidence collected to that point.
3. The goal in standards-based grading is to provide all stakeholders a detailed picture of the student's learning so that everyone can better track student growth, set learning goals, and deeply understand how the student is progressing through the standards.
4. The following grading scale is used to demonstrate student mastery of the standards:
 - a. 4.0 "I can do this consistently without help and take it further": The student demonstrates an in-depth understanding of the material by completing advanced applications of the material.
 - b. 3.0 "I can do this consistently without help": The student has mastered the complex, targeted knowledge and skills for the class
 - c. 2.0 "I can do this with some help": The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for the class and apply it without scaffolding
 - d. 1.0 "I can do this with lots of help": The student is able to demonstrate some understanding of the foundational material for the class with help from the teacher, but still struggles when working independently.
 - e. 0.0 "I can not do this yet": Even with assistance from the teacher, the student shows no understanding of the material.
 - f. The intermediate scores of 0.5, 1.5, 2.5, and 3.5 may be used to show that a student has shown partial mastery of the next level of learning.
 - g. NC stands for "not complete." This score is used if the student has not completed tasks due to absences or other factors. An NC calculates a zero in the student's grade to show the effect of not completing the assessment, but this score will be replaced by the student's numerical score once the student completes the necessary assessments.

5. For students in grade/courses where letter grades are traditionally given, the following conversion scale can be used to convert the standards-based grading scale to the traditional letter scale: A: 3.75 – 4.00 A-: 3.50 – 3.74 B+: 3.25 – 3.49 B: 3.00 – 3.24 B-: 2.75 – 2.99 C+: 2.50 – 2.74 C: 2.00 – 2.49 C-: 1.75 – 1.99 D+: 1.50 – 1.74 D: 1.25 – 1.49 D-: 1.00 – 1.24 F: 0.00 – 0.99

Nutrition and Student Health

Lunch Service Policy

1. TESH offers a lunch program for any student wishing to participate. Students can also bring lunches from home. TESH will offer Free and Reduced Lunches for eligible families.
 - a. Eligibility will be determined by an income survey utilizing the National School Lunch Program Income Eligibility Guidelines to determine which students fall within the Federal Poverty Guidelines and therefore qualify for the program.
 - b. Families will indicate to the school their intent to participate in the program and complete the application to verify their eligibility.
 - c. Regardless of program participation, any student who fails to bring lunch will be provided with a meal.
2. All students will eat lunch in the cafeteria, their House, or outside when possible. Classes will have staggered 30 minute lunch periods.
3. Lunch options will be continually evaluated in order to connect TESH with local restaurants, food trucks, and other food providers.
 - a. This will serve to support local businesses in our community and provide a variety of food options to students.
 - b. Every effort shall be made to keep lunch costs as low as possible, minimize administrative overhead, and facilitate ease of ordering and payment for families.
 - c. All contracted food vendors must meet all applicable health codes.
4. Education and Long Term Vision: Creating community garden experiences is a component of The Experiential School of Greensboro's vision.
 - a. TESH is committed to create an anti-biased approach toward nutrition and food choices, and the mitigation of food insecurity.
 - b. We will encourage students to approach food with curiosity, create safe spaces to try new foods, and learn about the socio-cultural and historical connections to agriculture.
 - c. We will provide students with opportunities to learn about plant science, living ecosystems, and growing food.
 - d. We will support an awareness of the interdependence of humans and global climate as it relates to plant and food production.
 - e. We will develop an onsite or near-site urban community garden to provide opportunities for students to learn how to grow, harvest, and share food.
 - f. We may participate in partnerships with local businesses and organizations who share our commitment to urban gardens and local food production.

Student Health Assessment

1. In accordance with G.S. 130A-440, every child in this State entering kindergarten or otherwise enrolling for the first time in the public schools shall receive a health assessment.
 - a. The health assessment shall be made no more than 12 months prior to the date of school entry.
 - b. A health assessment shall include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. Vision screening shall be conducted in accordance with G.S. 130A440.1. The health assessment may also include dental screening and developmental screening for cognition, language, and motor function. The developmental screening of cognition and language abilities may be conducted in accordance with G.S. 115C-83.5(a).

- c. The health assessment shall be conducted by a physician licensed to practice medicine, a physician's assistant as defined in G.S. 90-18.1(a), a certified nurse practitioner, or a public health nurse meeting the Department's Standards for Early Periodic Screening, Diagnosis, and Treatment Screening.
- d. No child shall attend kindergarten or public school for the first time unless a health assessment transmittal form (G.S. 130A-441) indicating that the child has received the health assessment described above is presented to the School Directors by the medical provider, or the parent, guardian, or person in loco parentis on or before the child's first day of attendance.
 - i. If a health assessment transmittal form is not presented on or before the first day, the School Directors shall present a notice of deficiency to the parent, guardian, or responsible person.
 - ii. The parent, guardian, or responsible person shall have 30 calendar days from the first day of attendance to present the required health assessment transmittal form for the child.
 - iii. Upon termination of 30 calendar days, the School Directors shall not permit the child to attend the school until the required health assessment transmittal form has been presented.
 - iv. If the child is prohibited from attending school after the first 30 calendar days, their enrollment shall remain valid and the child shall be allowed to make up missed work in accordance with G.S. 115C-390.2(l).

Public Health Information

1. The Experiential School of Greensboro shall provide parents and guardians with information about meningococcal meningitis, influenza and Covid and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. §115C-218.75(a)
2. The Experiential School of Greensboro shall provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through eight. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children. §115C-218.75(a)
3. The Experiential School of Greensboro shall provide students in grades seven and eight with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care. §115C-218.75(a)

Diabetes Care

1. The Experiential School of Greensboro shall follow the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31).
 - a. Students with diabetes will have a written care plan developed by the School Nurse, child's parent or guardian, and doctor.
 - b. Teachers and other staff responsible for the student, including the administrative staff, will receive training on how to implement the care plan. At least two staff will receive intensive training on caring for students with diabetes.
 - c. The School Nurse will monitor the implementation of the diabetes care plan.
 - d. The Executive Director shall ensure annual reports on diabetes care are submitted to state oversight bodies by June 1st each year.

Epinephrine Auto-Injectors

1. The Experiential School of Greensboro shall maintain in a secure and unlocked, but easily accessible location the supply of emergency epinephrine auto-injectors provided by the School Board as necessary to carry out the provisions of G.S. 115C-375.2A.
 - a. The Executive Director or school nurse shall obtain a non-patient specific prescription for epinephrine auto-injectors from a physician, physician assistant, or nurse practitioner of the local health department serving Guilford County.
 - b. The Executive Director and at least three school staff appointed by the Emergency Response Team will be trained in the safe administration of emergency epinephrine auto-injectors
 - c. The Emergency Response Team shall develop an emergency action plan for the use of epinephrine auto-injectors in an emergency. The plan shall include at least the following components:
 - i. Standards and procedures for the storage and emergency use of epinephrine auto-injectors by trained school personnel.
 - ii. Training of school personnel in recognizing symptoms of anaphylaxis.
 - iii. Emergency follow-up procedures, including calling emergency services and contacting a student's parent and physician.
 - iv. Instruction and certification in cardiopulmonary resuscitation.
 - d. A supply of emergency epinephrine auto-injectors provided in accordance with this section shall not be used as the sole medication supply for students known to have a medical condition requiring the availability or use of an epinephrine auto-injector. Those students may be authorized to possess and self-administer their medication on school property under G.S. 115C-375.2.

Administration of Medication

1. The administration of medication, either prescription or over-the-counter, to students by designated employees (e.g. school nurse) shall be permitted only upon the proper authorization by a physician and the student's parent or guardian.
 - a. The administration shall work with parents and physicians to determine if it is necessary for students to take medications during the school day and work out the administration of the medicine on an individual basis.
 - b. Prescription medicine is kept in the nurse's office under lock and key.
 - c. Children can only self-administer medication during the school day with written approval from a physician. In such cases, TESG assumes no responsibility.

Infectious Diseases and Infestations

1. Diseases and infestations shall be handled in accordance with the following policies:
 - a. Pediculosis capitis (head lice and nits): Exclude from school when active lice and nits are found until effectively treated. Student may return to school once all live lice have been removed. We do not have a no-nit policy. Close contacts may be screened and shall receive written information regarding potential contact and spread
 - b. Bed Bugs: Student's belongings will be contained and the classroom environment routinely inspected. Instructions on elimination in the home environment will be communicated with a parent/guardian. Custodian will be alerted to classrooms involved in order to monitor for infestation at school.
 - c. Ticks: May be associated with disease transmission if attached to the host. Remove tick from the student using the NC Emergency Guidelines for Schools. The local Department of Health can offer guidance on elimination of an infestation of the school grounds.
 - d. Ringworm: Area should be covered and the student excluded from school at the end of the day until treatment has been initiated.
 - e. Scabies: Exclude from school until effectively treated. Close contacts shall receive written information regarding potential contact and spread.
 - f. Other: Consult with the school nurse and/or the local health department

Covid Safety Policy

The Experiential School of Greensboro values community and all the ways in which it has grown to accommodate innovative learning through the Covid pandemic. During in-person learning we equally value everyone's health and safety. The Centers for Disease Control and Prevention (CDC) recommends COVID-19 vaccines for everyone 6 months and older and boosters for everyone 5 years and older, if eligible. Together we can keep everyone as safe as possible, assured we are taking responsibility for the well-being of the whole school, doing our part so we can maintain in-person learning opportunities.

1. A UV-C air filtration/purification system is installed throughout the school. Hand sanitizer is also available throughout the school.
2. Our commitment is to adhere to public health and safety standards as we engage in-person learning, therefore we expect the following of the entire TESG community:
 - a. Inside use of face coverings is optional (except during snack or lunch, when masks are used these are to be properly fitted, no gaiters or bandanas)
 - b. Maintaining 3ft-6ft distance when at all possible
 - c. Hand washing and sanitizing frequently throughout the day
 - d. Cleaning of surfaces and fogging as necessary
 - e. Vaccination of all eligible individuals
 - f. Testing (as needed)
 - g. Contact tracing (optional)
3. TESG will follow the NC Health Department Toolkit for the most up to date guidance in the event of an identified positive Covid test and for any necessary changes to protocols as cases rise or fall. We will continue to adapt and use a continuous improvement model to stay abreast of needed changes for utmost safety.

Return to Learn / Concussion Care Plan

1. TESG follows the following plan for returning students to class after a concussion injury. This plan, along with supporting materials about recognizing concussions shall be provided annually to all staff.
 - a. Any school employee who suspects that a student has suffered a concussion, or otherwise seriously injured their head, neck or back, will immediately remove the student from the physical activity in order to reduce the risk of further injury.
 - i. In some instances, the student should not be moved. Signs and symptoms of a possible head, neck, and/or back injuries are listed here. If any of these signs are observed, the student MUST immediately be removed from all participation.
 - ii. If the First Responder is available, contact him/her immediately so an evaluation can be performed. If the First Responder is not accessible, provide the following care. Please note that if the student is unconscious or has an altered level of consciousness, 911 should be called immediately.
 - b. The School Director shall serve as concussion case manager or shall designate a staff member to serve in that capacity.
 - i. Duties of a case manager are to follow up with parent as needed to ensure student's needs are being addressed and coordinate the development and follow-up of an Educational Plan of Care
 - ii. Whomever receives the initial notification of a student's diagnosed concussion should inform the designated concussion case manager (e.g., parent provides initial documentation to school receptionist, who then immediately alerts the designated concussion case manager at the school). Upon notification of a diagnosed concussion, the concussion case manager shall immediately notify the parent(s), teacher(s), and school nurse. This written notification serves the following purposes: formally assigns case manager, informs others of concussion, includes symptoms for parent(s) and teachers to watch for, asks teachers to note needed accommodations/modifications, lists recommendations

- from physician (if available), and gives directions to contact concussion case manager with questions/concerns
- c. If the student is experiencing difficulties due to the concussion, development of an Educational and/or Medical Care Plan will occur
 - i. The Care Plans will be created in a face-to-face meeting initiated and coordinated by the concussion case manager. The parent/guardian and designated concussion case manager must present in the development of the plan of care. The student should be invited at the team's discretion. If the student's teacher(s) cannot be present when the plan is developed, input should be gathered prior to development. Individuals that may also be consulted, but are not required members of the team, may include the school nurse and school counselor.
 - ii. Medical Care Plan: A document outlining the accommodations and modifications a student may need to address medical symptoms while recovering from a concussion. This plan is reviewed as often as necessary, but at least weekly. The Medical Care Plan shall be led by the school-based health care professional or by the student's personal physician as appropriate.
 - iii. Educational Care Plan: A document outlining the supports that a student may need to address academic, emotional, and behavioral difficulties while recovering from a concussion. This plan is reviewed as often as necessary, but at least weekly. The Educational Care Plan is led by the concussion case manager.
 - d. Return to learning and play shall be based on the Educational Care Plan and the Medical Care Plan). As a student progresses in recovery, the intensity of the accommodations and modifications shall decrease until the student has been symptom free without accommodations/modifications for two or more weeks. The plan can then be discontinued.
 - i. If an Educational Care Plan has been in place and proven insufficient in improving the educational (academic and/or functional) performance of the student, then the student should be referred to the school-based problem solving team for direct support specific to academic and/or functional needs.
 - ii. For students with existing 504 plans/IEPs, these plans are not amended unless a student demonstrates a significant need in direct relation to their concussion.
 - iii. If state testing accommodations are needed, the use of the transitory impairment procedure may be appropriate.
2. TESS shall provide annual training to all school personnel on concussions and their impact on students' school functioning, the concussion policy, and the specific procedures developed by the school to implement the state concussion policy.
 - a. The presentation contains information regarding what a concussion is and how it might manifest within the classroom, roles and responsibilities of designated staff members, and school procedures for return-to-learn
 - b. The presentation may be provided by student services at the beginning of each school year
 - c. The presentation may be delivered as schools are doing annual diabetes education or other annual education
 - d. The presentation may be delivered as an on-line tutorial for staff to watch at their convenience
 3. The annual student health history and emergency medical information update shall contain a question related to any head injury/concussion the student may have incurred during the past year. For example, "Has your student experienced a head injury of any kind (e.g., concussion) in the past year?"

Student Immunizations

1. Following the Guidelines from Guilford County Health and Human Services, certain vaccines are required for all students attending The Experiential School of Greensboro, except in cases of medical or religious exemption.
2. The Experiential School of Greensboro is legally required to exclude students who do not have documentation showing they received the required vaccinations within 30 calendar days of the first day of school, or their first date of enrollment.
 - a. As the recommendations from this body are updated annually, the Executive Director or designee shall be responsible for distributing the current vaccine requirement information to parents and for collecting vaccination records or exception documentation from families. Please see the following link for current vaccine requirements:
<https://immunization.dph.ncdhhs.gov/schools/k-12.htm>
3. The Executive Director or designee will ensure that immunization records for all children attending the school will be maintained on file. Information will include the Certificate of Immunization, as specified in G.S. 130A-154, which must state the name of the child; the name of the child's parent, guardian, or person responsible for the child obtaining the required immunizations; the address of the child, and the parent/guardian/responsible person; child's date of birth; sex of the child; the number of doses of the vaccine given; the date the doses were given; the name and address of the physician or local health department administering the required immunizations; and other relevant information required by the Commission.
 - a. TESH shall retain a copy of the original certificate of immunization. When a child transfers to another school or facility, TESH shall upon request, send a copy of the child's immunization record to the school or facility to which the child has transferred.
 - b. The Executive Director or designee will report vaccine compliance to the state by Nov. 1st of each year.

Risk Management and Safety

School Risk Management Plan

1. The Experiential School of Greensboro shall adopt a School Risk Management Plan (SRMP) relating to incidents of school violence.
 - a. The Executive Director shall be responsible for the development and maintenance of the SRMP and shall review and update it annually.
 - b. The SRMP shall include, but is not limited to, procedures for the following contingencies: bomb threat to the school, armed assailant within the school, bomb threat in the immediate area, and armed assailant in the immediate area.
 - c. The Executive Director shall provide to local law enforcement agencies schematic diagrams, emergency response protocols, and keys to the main entrance of school facilities or emergency access to key storage devices such as KNOX® boxes. The Executive Director shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings.
 - d. The Experiential School of Greensboro shall provide to local emergency management agencies schematic diagrams, emergency response protocols, and keys to the main entrance of school facilities or emergency access to key storage devices such as KNOX® boxes. The Executive Director shall provide updates of the schematic diagrams to local emergency management agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school buildings.
 - e. At least once a year, The Experiential School of Greensboro shall hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the SRMP.

Emergency Action Plan

1. The Executive Director shall create an Emergency Action Plan containing procedures for responding to fires and severe weather.
2. Emergency procedures, including evacuation routes, shall be clearly posted in each classroom and common area and teachers shall receive written copies of the Emergency Action Plan.
3. The Emergency Action Plan shall be reviewed annually by the School Director.
4. At least once a month, The Experiential School of Greensboro shall hold a full schoolwide fire drill in accordance with the Emergency Action Plan.
5. At least once a year, The Experiential School of Greensboro shall hold a full school-wide tornado drill in accordance with the Emergency Action Plan.

Emergency Response Teams and Safety Kits

1. The Executive Director shall convene an Emergency Response Team (ERT) to respond to medical emergencies that arise on campus.
 - a. The ERT shall consist of one administrator and one teacher from each grade level combination.
 - b. Members of this team shall be first aid and CPR certified.
2. Pursuant to § 115C-105.52, The Administrative Team shall ensure the maintenance and availability of a school crisis kit in the front office area of the school.
 - a. This kit shall include, at a minimum, basic first-aid supplies, communications devices, flashlights, utility shut-off information, and rosters of students and staff.
3. The Executive Director shall ensure that a fully stocked first aid kit is stored in an unlocked and secure, but accessible location in the front office and each classroom pod.

Visitors

Community members, parents, and other stakeholders are encouraged to be actively involved in and support TESH. While visitors to the campus are welcome, it is critical that a safe and orderly learning environment is maintained at all times. During times where the wellbeing or health of the TESH community is of concern, visitors may be restricted or limited. Any designated volunteer must have a background check completed and cleared to be in the building.

1. All persons entering a TESH building, except currently enrolled students and school staff, shall report to the school front office, sign in and out, receive a lanyard, and receive permission before proceeding to any other part of the building.
2. School visitors are expected to comply with all school rules, procedures, and Board policies.
3. If a school employee becomes aware that an individual is in the school without having received permission or the individual exhibits unusual, threatening, or dangerous behavior, the employee must either direct the individual to the administrative office or notify the Executive Director, depending on the circumstances.
4. Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the Executive Director immediately of a student's report of suspicious behavior on the part of a school visitor.
5. When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates Board policy or the law, the Executive Director or designee has authority to:
 - a. order the individual to leave school property;

- b. notify law enforcement; or
 - c. take any other action deemed appropriate under the circumstances.
6. Failure to comply with a request to leave school grounds may result in notification of law enforcement and the filing of trespass charges or other charges, as appropriate, against the offending individual.
 7. The Executive Director may deny an individual permission to come on school grounds or enter the school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Sex Offenders

1. In order to create and maintain a safe school environment, The Experiential School of Greensboro shall verify anyone who is a sex offenders "Registrant" as defined by N.C.G.S. 14-208.18 and desiring/needing to be on campus.
2. Each person in the school community as a parent, guardian or other person who intends to participate in any way on a school campus and who is a "Registrant" is required to notify the Executive Director. Information about the time, date and nature of the offense resulting in the registration pursuant to the Act shall be presented to the Executive Director for consideration of the "Registrant's" access to campus. In consultation with local law enforcement, the Executive Director will determine the conditions, if any, for which the registrant may be on campus or participate in school events.
 - a. The "Registrant" may be approved to be on campus:
 - i. To attend a conference at the school with school personnel to discuss the child's academic or social programs; or
 - ii. at the request of the administrator, for any reason relating to the welfare of the child.
3. All Contractors who provide services to The Experiential School of Greensboro must certify to the Executive Director that they have reviewed all of their employees who will be on campus for any reason and none of the providers appear on any sex offender registry. This certification must be renewed annually and provided to the Executive Director. Each contract will contain the requirements as stated herein.

Communication

TESG believes that clear, consistent, and accessible communication between families and the school is vital to student success and a basic right of all stakeholders.

1. Communication from TESG to families shall be timely.
 - a. TESG administrator will communicate general announcements to all families periodically.
 - b. TESG teachers will communicate general announcements to their families weekly.
 - c. TESG teachers will communicate individually with each student's family about the students progress with progress reports and end of trimester report cards. Other ways families may learn about their student progress is through conferences, periodic written notes, PowerSchool, checklists, work samples, and/or verbal communications.
 - d. When student concerns arise, staff will communicate those concerns with families immediately.
 - e. When school tasks or events require family involvement, staff will communicate those needs and expectations sufficiently in advance so that families may plan accordingly.
 - f. When families initiate communication with TESG staff, staff will respond within 24-48 hours. If an answer to the question can not be found within 24-48 hours, the staff will reply acknowledging receipt of the communication and setting a timeline for a complete response. If the communication is sent between the close of school Friday and the opening of school Monday, the 24 hours begin at the start of school Monday.

2. Communication from TESG shall be clear and accessible.
 - a. All communications from the school to families will be offered in the family's home language.
 - b. All communications from the school to families will use common vocabulary and sentence structure. Jargon and acronyms will be avoided unless clearly defined.
3. Mass communication from TESG to families shall be multi-format.
 - a. Communications from TESG to the families of the entire school will be sent in more than one format. Possible formats include: phone call, text message, website update, printed newsletter, school social media, and email.
4. In the case of an emergency, parents/guardians should call the main office phone number for a voice message, review the school's website, or check for email and social media updates.
5. The Experiential School of Greensboro encourages parents/guardians to communicate directly with teachers and administrators. Methods of communication may include: in person, phone, and school email. Email is considered the primary means of communication.
 - a. Communication with the teacher should always be the first approach for parents/guardians when they have questions, uncertainty, or concern about class-related matters.
 - b. Other issues or school-related matters should be directly communicated to the Administrative Team.

Phone Calls and Text Messages

1. TESG shall update family phone numbers annually at the start of school and any time a family requests a phone number update.
2. Families should indicate on the annual update form whether they wish to receive text messages from the school.
3. Families may opt out of receiving text or phone communications at any time with the understanding that doing so will limit the ways they receive information from the school.
4. With the exception of emergency announcements, which will be sent when the event occurs, all phone calls and text messages from the school will be sent between 7:00 am and 8:00 pm.
5. No TESG staff member shall communicate directly via phone call or text message with a student.

Email

1. Email is the primary means of communication between all stakeholders at TESG.
2. TESG shall update family email addresses annually at the start of school and any time a family requests an email update.
3. Families may opt out of receiving email communications at any time with the understanding that doing so will limit the ways they receive information from the school.
4. TESG staff members shall only use TESG's gmail system to communicate with families or students. No private email accounts should be used to communicate with families or students.

Website

1. TESG shall maintain a school website.
 - a. Photos of students and student work may be posted to the school website as long as a photo release form for the student is on file.

Face-to-Face Meetings and Conferences

1. TESG plans conferences for the end of the first and second trimester, but conferences may be requested at any time by either the family or TESG staff.
 - a. Conferences should be scheduled for before or after school hours whenever possible to avoid taking the teacher away from class time with students.
 - b. Conferences may be held by phone, Zoom, or in person.

Zoom

1. Zoom may be used for staff communication with any stakeholders at TESG for the conduct of school business.
2. All Zoom meetings between staff and students should be held within regular school hours, 8:30 am - 3:30 pm. Zoom meetings between staff for the purpose of conducting school business (planning, working group meetings, staff meetings) may occur from 8:00 am - 5:00 pm. Staff may conduct Zoom meetings from 8:00 am - 7:30 pm with families for conferencing or school events in order to facilitate access for working families.
3. All meetings between staff and school stakeholders should be hosted by the staff member using the Zoom account associated with their school email to ensure security settings are in place. TESG staff should not conduct school business with any stakeholders using their personal Zoom accounts or personal emails.
4. All Zoom participants have the option whether to use the video feature.

Internet Safety and Acceptable Use Policy for Technology

The Experiential School of Greensboro (TESG) provides computer and Internet access to support educational excellence. Use of these resources is a privilege, not a right, and is subject to this Acceptable Use Policy (AUP). Violation of any provision in the AUP may result in disciplinary action and/or cancellation of access to TESG's network and devices. This AUP applies to all Internet access on TESG property, including access through our network on personal mobile devices, and to use of TESG accounts both on and off campus. The AUP applies to adults in the school community as well as to students.

Goals for Internet Use at TESG

Through appropriate use of computers and Internet resources, members of the TESG community will:

1. build research skills to support Project/Design Based Learning
2. learn to evaluate quality of online news and information services
3. engage in innovative learning experiences
4. collaborate with others in the school community and worldwide
5. encourage curiosity and discovery
6. make connections with other communities and individuals
7. find new ways to express themselves through electronic media
8. be more productive through the use of collaborative tools and immediate communication

Internet Safety

1. The Internet is an ever-evolving source of valuable information, useful tools, and connections with people across the globe. Learning to use it is an important part of a 21st Century education. TESG provides Internet access to students and staff under the belief that the Internet's educational value far outweighs the risks posed by noneducational content.
2. TESG uses filtering mechanisms provided by the State of North Carolina to block objectionable content, and teachers monitor student use of the Internet. In accordance with the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized

only for bona fide research or other lawful purposes. However, no filtering system is foolproof. Consequently, students share responsibility for avoiding and reporting inappropriate content. Parents are encouraged to talk with their children about appropriate online behavior, and students are expected to abide by their families' expectations as well as the school's. TESS cannot enforce specific parental restrictions beyond those imposed by the school.

3. To the extent practical, steps shall be taken to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. As required by the Children's Internet Protection Act, the prevention of inappropriate network usage includes:
 - a. unauthorized access, including so-called 'hacking,' and other unlawful activities;
 - b. unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. The TESS Systems Administrator is responsible for administering user accounts and regulating access to the school's technology resources. They will monitor network usage and notify Administration of any inappropriate activity. After reviewing the incident, the Administration will take appropriate action. Consequences may include limiting, suspending, or revoking a student's computer privileges. Other consequences may be applied as appropriate.

Acceptable Use

1. To preserve the security of our systems, users are expected to:
 - a. Abide by all TESS rules for network use, which may change during the course of the school year
 - b. Log off when finished
 - c. Never share usernames and passwords, nor log on as another user
 - d. Report inappropriate content immediately
 - e. Report security issues immediately to a teacher, system administrator or supervisor, and not demonstrate the problem to others
 - f. Be considerate and not disrupt others' use of network resources
 - g. Not delete or tamper with files, emails, or other data belonging to other users
 - h. Follow all TESS rules for handling tech equipment, including laptops, desktop computers, tablets, headphones and other devices. [See "Vandalism" below]
2. To be part of a respectful and safe online community, users are expected to:
 - a. Use the Internet for educational purposes, to support project work and other class activities. This includes reading websites, searching for images, using online tools, and even (under the supervision of staff) creating websites or blogs.
 - b. Communicate using polite and kind language. Vulgar, abusive, threatening or profane language will not be tolerated. [Also see "Cyber Bullying" and "Harassment" policies]
 - c. Keep personal information private. Students must not reveal their full name, home address, personal email address, or phone number — or the private information of other students — to those outside the school community.
 - d. Use class time for class activities. Wasting time on cyber-chatting and noneducational browsing will result in loss of computer privileges.
 - e. Create their own content, not copy others' work. Plagiarism will not be tolerated. Students must respect copyrights.
 - f. Do their own work and not cheat.
 - g. Stay within the law. Any evidence of illegal activity will be reported to the authorities.

Responsibility for Devices

At the beginning of each school year, students will learn and sign a set of rules for handling TESS's tech devices. If a student is consistently unable to follow those rules, he or she may be barred from using them. If a device is damaged due to improper handling, the student's family may be expected to pay for repair or replacement.

Student Accounts

1. TESG provides an account for each 5th through 8th grade student, which goes with the student from grade to grade. For younger students, the school may provide a single shared account for a classroom. Once a student leaves TESG, access to that account closes.
2. TESG uses Google Apps for Education. Google does not scan those accounts for advertising purposes. TESG students do not have access to email, or to Google Apps features such as Google+ that are reserved for older users.
3. Students MAY access their school account on a library computer, their home computer, mobile phone or e-reader. However, while logged into their account, the student's activities (or the activities of family members using the same device while the student is logged in) may be observed by school monitoring software.
4. Students MAY NOT use their school username to sign up for accounts on other websites unless specifically directed to do so by a teacher. This includes "educational" websites. It also includes using the "log in with Google" feature (Oauth) on websites that have not been teacher-approved.
5. Students ARE SPECIFICALLY PROHIBITED from using their school account on gaming, shopping, or entertainment sites.
6. Students MAY NOT create YouTube accounts as this is a violation of Google's terms of service.
7. Students MAY NOT use their school username as the primary account on mobile devices, nor purchase personal apps or content using their school account.
8. Students should remember to log out before leaving the computer. If another user does something inappropriate while the student is still logged in, there is no way to tell that it's not the student acting inappropriately. Even outside of school hours and off school property, students must still comply with the Acceptable Use Policy if they are using their school account.
9. School-provided accounts have no expectation of privacy. [See "Public Records" below] The systems administrator has access to all email and all documents created on the domain, including revision history and browsing history. Students may not change their password, and teachers can access student accounts at any time.
10. Students may install custom themes and approved browser extensions on their account as long as
 - a. they don't waste class time "shopping" for these customizations,
 - b. any images are appropriate for a school setting, and
 - c. any extensions do not pose a security risk. This rule is subject to restriction by the system administrator, and students are encouraged to ask them for advice.

Vandalism and Harassment

Vandalism is defined as any malicious attempt to harm, disrupt, degrade or destroy school equipment, software, or system performance. This includes, but is not limited to, the uploading or creation of computer viruses and altering school website content.

Harassment is defined as the persistent annoyance of another user or the interference of another user's work. Harassment includes, but is not limited to, sending unwanted mail, hate mail, discriminatory remarks, or language that offends or degrades others.

Vandalism and harassment must be reported to the Executive Director immediately. Vandalism and harassment offenses will result in cancellation of privileges. Any instances of vandalism or harassment will result in punishment, and may also result in the notification of legal authorities.

Any student who maliciously damages any computer or computer equipment will be required to reimburse TESG for the cost of the damages.

Internet Safety Education for Students

1. The Executive Director or designated representatives will provide age-appropriate training for students who use the TESG's Internet facilities. The training provided will be designed to promote the TESG's commitment to:
 - a. The standards and acceptable use of Internet services as set forth in the TESG's Internet Safety and Acceptable Use Policy
 - b. Student safety with regard to: safety on the Internet; appropriate behavior while on online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
 - c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").
2. Following receipt of this training, the student will acknowledge that he/she received this training, understood it, and will follow the provisions of TESG's acceptable use policies.

Storage of Electronic Student Work Public Records

Users are advised that all material in any form in TESG's network may be considered a public record as defined by Chapter 132 of the General Statutes of North Carolina, the Public Records Act. Under the Public Records Act, certain material is considered the property of the people of the State of North Carolina which may be inspected, copied, used, republished, and otherwise made public. Users are further advised that public records may not be destroyed, altered, defaced, or mutilated.

Monitoring

Files stored on The Experiential School of Greensboro server, electronic mail, Google Drive, and other school equipment and accounts are not private and may be subject to inspection and/or monitoring. Users of the Internet/intranet are hereby informed that there can be no expectation of privacy, as designated TESG staff reserve authority to monitor and examine all system activities to ensure their proper use.

Student Personal Electronic Devices

1. Personal electronic devices are defined as cell phones, smart watches, laptops, ipods, mp3 players, tablets, gaming devices, and other similar products.
2. Students may not carry or use personal electronic devices during the school day. If students must bring personal electronic devices to school, the device should be turned off and stored in the student's backpack in their cubby during instructional hours and during before and after school care. TESG can not be responsible for any personal electronic devices brought to school.
3. In certain cases, teachers of students in grades 5-8 may engage students in educational tasks that involve or are facilitated by students using their personal electronic devices. In these cases, students will be permitted to use their devices. Once the educational task is complete, students must power down their device and return it to their cubby. TESG can not be responsible for the device.
 - a. If students do not have a personal device to use during these activities, one will be provided for them or an alternate method of completing the task will be provided. No student will be required to own or bring a personal electronic device in order to participate in educational activities.
 - b. If apps are required for these educational activities, teachers will inform families of the app needed, the rationale for its use, and the date it will be needed. It is the family's choice whether to download the app, and no student will be required to download an app in order to fully participate in educational activities. Students without a personal device with the app will be provided an alternate means of completing the activity.

4. Students who use personal electronic devices as part of their IEP are exempt from this policy.

Student Records

Records Storage, Maintenance, and Security Policy

1. It is the responsibility of the Administrative Team to ensure that student records are maintained and stored in a confidential manner in a secure location. The Administrative Team has discretion to establish how records will be stored within the school office so as to best maintain confidentiality and accommodate the needs of staff to access records to perform professional responsibilities.
2. The Experiential School of Greensboro shall routinely purge student records to discard outdated information. Records may not be destroyed when a parent or student has asked to see them and has not yet done so. No statement disagreeing with a particular record may be destroyed unless the record it refers to is also destroyed.
 - a. Schools are to maintain students' permanent school records permanently. Two years after the student leaves TESH, their records may be microfilmed to state standards established by the Division of Archives and History. At that point, paper records may be destroyed.
3. The following individuals, institutions and/or agencies may access non-directory information without parental/guardian or eligible student consent for disclosure: school personnel with legitimate educational interests in the records, officials of a school to which the student is transferring, federal/state educational officials, educational institutions inquiring about the student's application for financial aid, state/local officials to whom disclosure is required by state law and in accordance with federal law, organizations conducting studies for testing or improving instruction, accrediting organizations, parents of a dependent student.
4. Written or electronic consent of the parent, guardian, or person standing in loco parentis must be presented for the release of the student's record or any information therein to any individual, agency, or organization not included in the above section
 - a. The Family Education Rights to Privacy Act (FERPA) requires that the school keep a record (inspection log) of all non-school based persons who were granted access to students' records.
 - b. All personal information provided about any student to third parties by The Experiential School of Greensboro must be on condition that the agency or person receiving the information will not permit any other party to have access to the information without written consent.
5. The Family Educational Rights to Privacy Act (FERPA) gives parents/guardians of students under the age of eighteen the right of access to all educational records kept about their child. See Appendix 2 (Notification of Rights under FERPA for Elementary and Secondary Schools) for more information. Once the child becomes eighteen or attends an institution of postsecondary education, the student him/herself becomes eligible to see all of his/her educational records. Any letters of recommendation placed in the file may be viewed unless the student has waived his/her right to see them. The Experiential School of Greensboro will maintain a "checkout" and return of any records requested and reviewed. Records are not to be taken out of the front office.
6. Examination of a student's educational record will be subject to the following regulations: Adequate proof of identity must be shown by the individual seeking access. A request in writing is needed. The contents of the educational records are to be examined only in the presence of a school official competent in interpreting student records. A student's parent, guardian or person standing in loco parentis may request and schedule an appointment to examine the contents of the educational record at any reasonable time (within 15 days of the initial request).

- a. A student's parents who are separated/divorced follow the procedure as described in section 2 above, unless the parent who is the legal custodian provides legal documentation (divorce judgment/separation agreement that specifically denies access or court order that terminates parental rights) to close records to the non-custodial parent.
- b. See policies below on Cumulative, Directory, and Exceptional Children's Records for more information about who can access those records and how.

Cumulative Records Retention and Access Policy

1. The Experiential School of Greensboro shall maintain a cumulative record for each student attending its school. Cumulative records shall be in the custody of the Executive Director. Cumulative records follow the student to future schools. If a student no longer attends The Experiential School of Greensboro and TESS was not informed where to send the cumulative records, they shall continue to be kept in a secure location and the Executive Director shall be the custodian.
 - a. Cumulative records are defined to be all official records, files and data directly related to students, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system and specifically including but not necessarily limited to identifying data, academic work completed, level of achievement, grades, attendance data, standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.
 - b. Personal notes of teachers or of other professionals are not considered a part of the official record.
2. A parent/guardian has the right to access the student's official cumulative record. Parents/guardians have the right to see official records of their children from pre-school until the student has attained eighteen (18) years of age or is attending an institution of post-secondary education in accordance with section 5 of the Records Storage, Maintenance, and Security Policy.
3. Parents/guardians of a student who has not yet reached the age of 18 have the right to challenge the content of records in the cumulative record of the student. The parent/guardian of an eligible student may not challenge a teacher's grade other than to question the accuracy of the record.
 - a. A parent/guardian who believes that information contained in the cumulative record is inaccurate, misleading or otherwise violates the rights of the student may request, in writing, that the records be amended by the Executive Director. This request must be made within ten days following the parent//guardian inspection of the record.
 - b. Not later than five school days after receiving a request to amend, the Executive Director shall schedule a meeting with the parent/guardian to review the contested data.
 - c. If the data are adjudged to be inaccurate, misleading or inappropriate, the Executive Director shall delete or remove the contested data.
 - d. If the Executive Director finds that the challenge is not justified, the data shall remain in the student record and the person who made the request shall be informed of the right to request, in writing, a hearing before the Board of Directors.
 - e. If a parent/guardian requests a hearing, the President of the Board shall set a date for the hearing as soon as possible but no more than 10 school days after the request for the hearing was made and shall give the parent/guardian at least two school days' advance written notice of where and when the hearing will be held.
 - f. At his/her own expense, the parent/guardian may be assisted at the hearing by an attorney or anyone else of his/her choice. The parent/guardian or counsel may present any relevant evidence at the hearing.
 - g. The hearing officer appointed by the President of the Board shall render a written decision within five school days after the hearing. The decision shall be based only on the evidence presented at the hearing and shall include a summary of this evidence and the reasons for the decision.

- h. If the hearing officer decides that the information is not inaccurate or misleading or does not otherwise violate the rights of the student, the parent/guardian shall be notified of that decision. At the same time, the parent/guardian shall be informed of the right to submit to the Executive Director a statement of reasonable length explaining the objections to the information contained in the records. This explanation submitted by the parent/guardian shall be placed in the cumulative record of the student to be disclosed by the school whenever the contested portion of the cumulative record is disclosed.
 - i. By mutual consent of the parties, any time limits set forth in this policy may be waived or extended.
- 4. Persons may gain access to a student's record only with the specified written consent of the parent/guardian, except under the following conditions and with the commitment that recipients of student records may not release student information to third parties without the consent of the parent/guardian.
 - a. School personnel employed by the Board who have legitimate educational interests in them and who are directly involved in working toward either the affective or cognitive goals of the system.
 - b. School personnel from other local education agencies in which the student seeks or intends to enroll. Parents will be notified of the records released by board policy or individual contact.
 - c. Certain authorized representatives of the state and federal governments as provided according to federal regulations including those affiliated with financial aid programs, accrediting organizations, and federal program auditors.
 - d. When required by a judicial order upon condition that parents/guardians are notified by The Experiential School of Greensboro of all such orders in advance of the compliance. Parents/guardians shall be afforded the opportunity to review and challenge the student's records prior to compliance of the school with the judicial order.
 - e. When required by appropriate persons to protect the health and safety of the student or other persons in extreme emergencies.
- 5. Professionals (such as administrators, teachers, school counselors, school psychologists, school social workers, and school health personnel) working in the school may maintain personal and confidential notes or other memory aids for their own use in working with students. These notes are considered to be the personal property of the professional, are usually housed in his/her own file, and should be guarded by professional ethics. Privileges of confidentiality shall be protected and maintained in accordance with state and federal laws.

Exceptional Children's Records Policy

- 1. The Experiential School of Greensboro shall comply with Procedures Governing Programs and Services for Children With Special Needs. All procedures specifically outlined for the official school record will be maintained for exceptional children's records also. The following process should be followed with ECS records.
 - a. Within each ECS file, the following documents will be photocopied separately (and cross-referenced through a database with the corresponding permanent school record: initial parental permission for screening and evaluation, most current parental permission for screening and evaluation, results of initial evaluation necessary for placement, results of most current evaluation necessary for placement, initial parental permission for placement or parent notification of removal, most current parental permission for placement or parent notification of removal, initial individualized education program, most current individual education program, status of referral if evaluation is not completed, initial reevaluation and most current re-evaluation of placement.
 - b. If a student receiving EC services transfers from The Experiential School of Greensboro, the Special Education teacher managing the child's case, along with the EC Coordinator and Executive Director, shall be responsible for placing the above documents at the front of the ECS record prior to transferring the record to the Student Records Office of the receiving institution or LEA. A copy of the following data should be retained permanently

by The Experiential School of Greensboro upon the transfer of the student: student's name and identifying information (including names and address of parents or guardian), verified birthdate, and birthplace; dates of attendance; name and address of the school to which student transferred or date of completion; date records were transferred; student's grades and test information; student's immunization and other health data; an inspection log of all non-school based personnel

- c. If a student receiving EC services transfers from The Experiential School of Greensboro into a corrections facility, records requested by corrections facilities will be photocopied and a copy will be mailed to the corrections facility; the student's original record will be housed at The Experiential School of Greensboro.
- d. If a student receiving EC services transfers from The Experiential School of Greensboro into a home school setting, requests from home schools for records are handled as follows: original records are not sent when a child is being homeschooled. A copy of the entire record is supplied to the home school from The Experiential School of Greensboro and the original record is maintained at The Experiential School of Greensboro.

Gender Identity

The following policy is adapted from the "Model District Policy on Transgender and Gender Nonconforming Students" by the Gay Lesbian Straight Education Network (GLSEN) and the National Center for Transgender Equality. They state that: The purpose of this policy is (1) to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and (2) to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination. This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student. (GLESN, 2014, p. 4)

1. Privacy/Confidentiality

- a. All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA).
- b. TESSG shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws.
- c. School staff shall not disclose information that may reveal a student's transgender status to others, including parents and other school staff, unless legally required to do so or unless the student has authorized such disclosure.
- d. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his, her, their transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

2. Community Communication

- a. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the Executive Director and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws. Official Records 1. TESG shall maintain a mandatory permanent student record that includes a student's legal name and legal gender. However, to the extent that TESG is not legally required to use a student's legal name and gender on other school records or documents, TESG shall use the name and gender preferred by the student. TESG will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order, or through amendment of state or federally-issued identification.
 - i. School IDs are not legal documents and should use the student's preferred name.
 - ii. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.
3. Names and Pronouns
 - a. Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his, her, their official records. It is strongly recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's guardian.
 4. Access to Gender-Segregated Areas
 - a. With respect to all restrooms or changing facilities, students shall have access to facilities that correspond to their gender identity.
 - b. TESG maintains separate restrooms or changing facilities for male and female students, but we allow students to access them based on their gender identity.
 - c. In any gender-segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as transgender and should not be done unless requested by a student.
 - d. Under no circumstances may students be required to use sexsegregated facilities that are inconsistent with their gender identity.
 5. Student Transitions
 - a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.
 - b. Generally, it will be the parent or guardian that informs the school of the impending transition. However, it is not unusual for a student's desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents about the issue is appropriate at the elementary level. Together, the family and school can then identify appropriate steps to support the student.
 - c. When a student transitions during the school year, the School Director shall hold a meeting with the student and parents to ascertain their desires/concerns and discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school.

- d. TESG shall train any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Attendance and Student Services

The school counselor plays a vital role in supporting students, teachers and families within The Experiential School of Greensboro community through whole class instruction, small group work and short-term individual counseling. A child may be referred to the counselor by her/him/themselves, by a teacher and/or by a parent. If you have a concern about your child's social or emotional well-being, please contact the counselor. Discussions with the school counselor are confidential. In the event that a teacher refers a child for group or individual counseling, the parent(s) of the student will be contacted prior to meeting with the child. Please note that the school counselor is equipped to help a child with needs as they relate to their schooling experience and within that context. They can not provide therapeutic services or full mental health care. If you need a referral for these kinds of services, please speak with the counselor.

McKinney-Vento Homeless Assistance Act

1. Purpose: The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education as provided to other children and youths.
2. Definition: Section 725(2) of the McKinney-Vento Act defines "homeless children and youths" as children or youth who lack a fixed, regular, and adequate nighttime residence. This term includes:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
 - b. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
 - c. Living in emergency or transitional shelters, or are abandoned in hospitals
 - d. Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
 - e. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
 - f. Migratory children living in the above circumstances [42 U.S.C. § 11434a(2)]
 - g. The term **unaccompanied youth** includes a homeless child or youth not in the physical custody of a parent or guardian [42 U.S.C. § 11434a(6)].
3. Rights: Students who qualify as homeless under the McKinney-Vento Act have the right to:
 - a. Receive a free, appropriate public education
 - b. Enroll in school immediately, even if lacking paperwork normally required for enrollment
 - c. Attend the local attendance area school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled)
 - d. Receive transportation to and from the school of origin, if requested by the parent, guardian, or unaccompanied youth
 - e. Receive educational services comparable to those provided to other students
4. Liaison: The McKinney-Vento Act requires every school district to designate a staff person to serve as the Homeless Education Liaison whose role it is to assist homeless students in enrolling in school and to ensure that they receive the educational services for which they are eligible. The current Homeless Education Liaison for The Experiential School of Greensboro is Ms. Oliver, School Counselor, soliver@tesgk8.org, 336.890.8374 ext.105

School Hours

Please be on time for drop-off and pick-up! We strongly encourage early arrival to ease traffic congestion and give children a relaxed start to the school day. Note that "tardiness" means arriving after the school day begins OR leaving before the school day ends, unless the parent provides a valid excuse in writing.

Children picked up late from school or from after school activities will begin accruing late fees on the 2nd late pick up. Late fees are \$10 per child for every 15 minutes. For example, for late pick up from school, the following scale is used:

4:00-4:15 = \$10.00 fee

4:15-4:30 = \$20.00 fee

4:30-4:45 = \$30.00 fee

Late fees may be paid by cash or check in the front lobby.

Fee-based before-school care	7:30 - 8:00 am
Doors open	8:00 am
Drop-off Car Line operates	8:00 - 8:30 am
SCHOOL DAY BEGINS Students should be in their classroom, unpacked and ready to learn at that time!	8:30 am TARDY after 8:30 am
After this time, children cannot be called for early dismissal.	2:45pm
SCHOOL DAY ENDS	3:30 pm
Pick-up Car Line operates	3:30-4:00 pm
LATE FEES are charged if child is not picked up	4:00 pm LATE FEES begin
AFTER SCHOOL CLUBS end if any are running; late fees are charged if the child is not picked up soon afterward.	5:00 pm 5:05 LATE FEES begin
2-HOUR DELAYED OPENING for inclement weather:	No before-school care 10:00 am doors open Car Line 10:00 - 10:30 am TARDY after 10:30 am
FRONT OFFICE HOURS	8:00 am to 5:00 pm

Attendance Policy

Regular school attendance is necessary for optimal learning and is required by NC state law. To be counted present, a student must be in attendance at least one-half of the school day. Students who arrive after or leave before 11:30 am are considered absent. **All students must be in attendance on the first day of school.**

Absences

1. The North Carolina Department of Public Instruction reviews carefully the attendance of all of our students. According to NC state law, **all absences from school must be documented as either excused or unexcused within three days of the absence.** If a note or email is not sent within three days, each absence is considered unexcused.
2. **Absence is excused for the following reasons: illness, injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, or pre-approved educational opportunities.** Within these categories, up to 10 absences may be excused by parent communication, however, for excessive absences (more than 10), documentation, such as doctor's notes, will be required.

3. If your child's absence does not fall into one of these categories, or you anticipate that your child will be out for an extended period of time for any reason, please discuss the issue with the Executive Director as soon as possible. If a student's unexcused absences reach ten (10), the Department of Social Services will be contacted and this is subject to truancy regulations.
4. **If your child has to miss school, please inform your child's teacher in writing prior to the absence of all dates the child will miss or the morning of the absence.** This will keep us informed of your child's status.
5. **If possible, please email each morning**, as this will give us the written documentation we need for state attendance records. Address your email to your student's homeroom teacher and please include:
 - the child's first and last name,
 - dates and reason for absences, and
 - parent/guardian's first and last name.
6. **If you are not able to email daily, please send in a note the same day that your student returns to school.** The note must be signed by a parent / legal guardian and must include the information listed above. If the child was seen by a physician, a note from the physician may be substituted for the parent note.

Excused Educational Absences

From time to time, an exceptional educational opportunity arises that is only available during school hours. TESG can excuse such an absence, but it must be pre-approved by the Executive Director. Please contact the Executive Director and thoroughly explain how the activity meets specific criteria for educational value and relevance to your student's course of study. The child's overall attendance record is also considered when determining approval of educational absences.

Tardy Policy

1. **Please make the effort to have your child at school on time, every day!** In the first few minutes of class, routines are established and reinforced, and teachers give instruction and information that are important to understanding what will happen next in class, or for the rest of the day. In addition, time to work on tasks independently often occurs at the start of the day. Such time is vital to the development of self-confidence, exploration and expression of ideas. Repeated tardiness may eventually lead to a child's disengaging from classroom endeavors.
2. **Tardiness includes not only arriving late, but also leaving early!** When a student is signed in or out, the parent must state the reason in writing. Tardiness can only be excused for the reasons stated under Absences (above).
3. After 3 unexcused tardies in one trimester, the family will receive a letter. After 5 unexcused tardies the family will need to meet with the School Social Worker. Parents should be aware TESG considers 3 unexcused tardies as 1 unexcused absence. After 10 unexcused absences, the school is required by law to notify the Department of Social Services.
4. Any student leaving school early must be signed out by 2:45 pm. No student should be released between 2:45 - 3:30 pm, except in the case of an emergency. Any student arriving after 8:30 am must be walked into the building with their parent/guardian and the student must be signed in.
Under no circumstance should children be dropped off unattended at the curb!

Before-School Care

TESG will provide for a fee before school care from 7:30-8:00 for children who have registered prior to attending the program. This before school care costs \$20 per week. We have to collect a fee for the service in order to provide the additional staff necessary to supervise the children. For families who

qualify for free and reduced lunch, a fee reduction is available. Please see the Executive Director for details to register.

Children who have registered for the before school care program may arrive at 7:30. Students will receive a morning snack and engage in free and directed play time.

Students not enrolled in the before school program may enter the building at 8:00. At 8:00, all students will be sent to their classrooms for morning guided work with their teachers and classmates.

Students should finish eating and drinking breakfast before arriving at school. If they need to finish their breakfast after entering the building, they may be asked to remain in the lobby until they have finished and disposed of their trash.

After-School Care

We know that affordable, quality after school care is crucial for families with working caregivers. We partner with several types of facilitated after school care for families.

1. CTG Partnership Program: The [Community Theatre of Greensboro](#) has partnered with TESG to offer Drama Time. The program runs daily from 3:30-6:00 pm and is at CTG's downtown location. Students participating in the program explore a variety of creative and performing arts activities like singing, movement, acting, improvisation, and arts and crafts. The program is designed to promote self-expression, imagination, public speaking skills, social and mental awareness, physical coordination, self-confidence, self-discipline, self-respect, and teamwork skills. The fee for Drama Time is set by CTG and payable directly to CTG. For more information about the program, contact RFulton@ctgso.org.
2. CVA Partnership Program: TESG has partnered with the [Center for Visual Artists](#) to offer after school, holiday, and teacher workday care through CVA's [art in the afternoon program](#). Families register for these programs directly with CVA and all fees are paid directly to CVA. For more information about the terms and conditions for these programs, families should visit the websites linked above.
3. Students attending CTG and CVA after school programs ride a TESG bus there. Families are responsible for picking their child up from the CVA studios.
4. On holidays and teacher workdays, families are responsible for registering their child in advance of the day and for dropping off and picking up their child directly from the CVA studios or CTG.
5. City Recreation Centers: The city of Greensboro offers after school and teacher workday care that families may arrange if they better suit their needs. Details about the city after school care programs can be found here: [Recreation Center After School Programs](#). Trotter Rec Center, Craft Rec Center, Warnersville Recreation Center, Lindley Recreation Center and Lewis Recreation Centers are stops on our community bus routes. We do not provide transportation to other recreation centers.
6. YMCA: The [Spears YMCA](#) is also a stop on our community bus route. Families interested in using the [Spears YMCA for after school care](#) should contact them directly. We do not provide transportation to other YMCA facilities.
7. Classes at Local Organizations: A variety of classes are on offer for students at the [Children's Museum](#), [Greenhill](#), [Drama Center](#), [Dance Project](#), and other [organizations](#) located near the school. These classes can be a great option for families that do not need full-time care or that simply want their child to experience extracurricular enrichment opportunities. Families are responsible for registering their children for these classes directly with the organization offering them and for paying all applicable fees directly to that organization. Please visit the organizations' individual websites for information about their upcoming courses.

8. On-site Clubs: TESG staff and our community partners may offer a rotating slate of clubs and activities for students after school. The exact nature of these clubs will be determined based on staff and student interest and participation may require nominal fees. Information will be shared through TESG's newsletters when these are possible.

Student Development & Learning

Curriculum

TESG follows the State of North Carolina's Standard Course of Study — [NC Essential Standards](#) — as a minimum guideline for student learning. The standards are richly expanded and taught with an experiential, student-centered educational approach. TESG also integrates [Social Justice Standards](#) as part of the curriculum. TESG uses experiential methods such as the Project Based/Design-Based Learning framework.

Grade Level and Class Placement

According to North Carolina law, students must be at least five years old on or before August 31 of the year they start kindergarten. Within the parameters of this law, the appropriate grade level of a student is determined by The Experiential School of Greensboro in consultation with parents. We will use all available information to make the best decision for each child, including age, academic achievement, social and emotional development, and parent and teacher perceptions.

Class placement within a grade level is determined by TESG staff and administration using the above information in conjunction with an effort to balance classes by gender and diversity. Current and incoming teachers, specialists, and curriculum facilitators along with the Executive Director decide on class placement. There are many factors that must be balanced in determining class placement, so requests should not be made for a specific teacher. Families will be notified of class placement on or before open house at the beginning of each academic year. Decisions for class placement are final.

Classes are generally limited to 16-18 students in Kindergarten and 20-22 students in 1st through 8th grade with one teacher. Students also spend time each day in flexible groups with other classmates and teachers within their grade level house.

Homework

Learning occurs throughout a student's day — in the classroom, on the playground, and at home. Our homework policy encourages meaningful, age-appropriate activities that connect schoolwork with "real life", while allowing plenty of time for extracurricular activities and leisure.

Homework allows children to...

- practice and review skills on their own
- share learning experiences with their family
- go deeper into topics of interest
- develop essential work habits, including managing time and papers
- learn to complete work independently, consistently, and in a timely manner

We ask ALL families to read together for 30 minutes each day. Research shows that children who read daily with an adult become better readers, writers, and overall learners!

Other activities vary by class and grade level. Examples might include...

- collecting and recording information for project work
- reviewing math or reading skills using games, computer programs, or materials from our curriculum
- completing daily reading assignments (free-choice reading, book club, newspaper)
- cooking, shopping, reading maps, and other everyday activities that use reading, writing and math

Responsive Classroom and Restorative Practices

At TESG we believe our students' social and emotional development is as vital as their academic growth. Our Responsive Classroom and Restorative Practice approach guide our entire community's growth as caring citizens and engaged learners. We have borrowed the list of principles below from Peaceful Schools:

- **Embodying our values:** Our learning environment and our actions are shaped by our core values and beliefs: Respect, Non-violence, Empathy, Altruism, Honesty, and Responsibility.
- **Common Language:** When we all agree to discuss, understand and solve problems using predictable, respectful and agreed-upon methods, we foster community-wide equity.
- **Discovery over Time:** Individual growth evolves over time and at varied rates through interactions with our community and environment and is not dependent on a static, prescribed timeline.
- **Inclusion:** Acting with care and responsibility challenges us to value everyone's intrinsic gifts.
- **Creativity:** When given the freedom and responsibility to express ourselves creatively, our capacity to be fully human blossoms.
- **Collaboration:** Cooperating and learning from others builds both individual strength and communal trust.
- **Role Modeling:** Teachers, staff, families and students model positive and effective communication, empathetic problem solving and decision-making strategies in our daily actions and activities.

Responsive classrooms and restorative practices center relationships. When students, teachers, staff, and families create community and trust, the learning environment is kinder, safer, and more productive. So responsive classrooms and restorative practices promote building and sustaining relationships *and* repairing them when something happens that disrupts or harms the community. Both work together to build academic and social-emotional competencies. You can learn more about responsive classrooms here and restorative practice in schools from the International Institute for Restorative Practices.

Playground Rules

TESG students enjoy recess at city parks including LeBauer Park, Center City Park, and the Downtown Greenway. Because we share the parks with neighbors and other parties, it is important that the playground rules described below be followed for the sake of order and safety. Please remind your child(ren) to:

- stay out of the large bushes lining the perimeter of the park;
- play in "teacher monitored" zone areas – teachers will clarify these areas;
- leave untouched any inappropriate items found on the playground and tell a teacher about them immediately;
- avoid areas that are slippery when wet, hard concrete, or areas with a jagged surface;
- treat the playground and the outside environment with care and respect.

Recess

Recess is a thirty-minute period of the day when our students are playing either inside or outside together.

The objectives of Recess are to:

- use unstructured time in productive, creative, imaginative, and purposeful ways
- form multi-age bonds, build friendships and a sense of community
- enjoy physical activity and/or fresh air
- interact with nature and play creatively with natural materials
- problem solve with respect to social interactions and physical materials

Students are expected to:

- treat others with care
- respect others, their bodies, feelings and creations

- be respectful to the environment
- agree to the rules of the game before you play
- have fun and be safe

Photo Permissions and Social Media

TESG's policy regarding photos of children is (1) we post only with permission and (2) we do not associate children's full names with their photos. We ask members of the school community to follow the same guidelines.

- Please do not post photos of students without written permission
- Please do not post names of students or staff
- Please be thoughtful when posting information or comments about members of the school community (students, staff, board, parents) to social media.

Parent-Teacher Communication

The Experiential School of Greensboro encourages and expects parents to be vital supporters of their children's school experiences and to communicate with teachers about issues affecting their children. Open, honest communication is in everyone's best interest as we all have the same goal — the positive growth and learning of our children. If you have a concern about your child's experience at school, *please approach your child's teacher first.*

Please note that during school hours, the Office Manager will take messages for your child's teacher, but we will only interrupt teachers during their instructional day in case of emergency. Refer above for further details on TESG communication practices on p. 34.

Parent-Teacher Conferences

1. Parent-teacher conferences may be scheduled at any time during the year by the parent or the teacher. You may, of course, communicate very brief messages to your child's teacher without an appointment before or after school, but please schedule a conference for communications that will require more than a few seconds. Please do not try to communicate an important message while the teacher is on duty, which includes drop-off and pick-up.
2. Parent-teacher conferences are scheduled after the first and second trimesters. Additional conferences are available upon request. Teachers will contact parents to schedule conferences during specific days set aside for these trimester sessions. Please speak to your student's teacher or the Executive Director regarding individual family circumstances or accommodations are needed pertaining to conferencing.
3. We expect 100% participation in parent-teacher conferences. This is one of the most important commitments you make as a TESG parent. A parent's willingness to collaborate with the teacher, share information, and play an integral part in the progress of their child is critical to the successful partnership between parent and teacher.

Staying Informed

In order to facilitate and encourage parent involvement in the activities of the school, TESG shares information with our school community in several ways:

1. House Newsletters are emailed each week. If you would like a paper copy, please ask your student's Teacher.
2. TESG's School Website (www.tesgk8.org) includes general information about the school mission, programs, staff, calendar of events and timely announcements such as school closings due to inclement weather.
3. TESG's School Facebook Page includes timely announcements such as school closings due to inclement weather.

4. Backpack Announcements are sent home periodically with your child. Please check his/her backpack every day.
5. Posted Announcements relevant to the school community are on display at the school. Parents can call the school office for further instructions on posting.

PLEASE NOTE: All notices regarding parent activities that involve or represent the school community must be pre-approved in writing by the Executive Director. This includes activities within and outside of the school community. No communications involving TESG staff, students, teachers, board members, etc., should be posted without clearance from the Executive Director.

Working Together

The Experiential School of Greensboro is founded upon the principle of partnership between the school and the families of our students. A major factor in the positive development of our children is the quality of family involvement in the life of the school and of each student. Because the involvement and interdependence of school and family are so critical, some commitments from both school and family are expected.

Our Commitment to You

Recognizing the enormous potential within each of your children, we will:

1. provide a safe and supportive environment;
2. encourage your child to explore, analyze, challenge and develop all of their capabilities and gifts — intellectual, artistic, physical, ethical and social;
3. allow your child to experience the joy of learning;
4. teach your child to be proactive, self-directed, and to take responsibility for their learning;
5. help your child realize that they can choose to learn anything;
6. teach your child to set goals and to measure success;
7. communicate regularly with you regarding the progress of your child.

In addition, your child will:

1. be a part of a community that values diversity;
2. learn to cooperate with others;
3. learn to respect others and value their perspectives;
4. learn how to resolve conflict peacefully;
5. learn that revealing shortcomings is an opportunity for curiosity and growth;
6. learn to respect property;
7. learn to respect and protect the environment;
8. demonstrate, at a minimum, a year of academic growth for each year of instruction.

Your Commitment to Us

We cannot accomplish these goals alone. As our partner, you will be asked to:

1. read to (or with) your child for at least 30 minutes every day;
2. ensure that your child gets a good night's sleep
3. attend school meetings and functions, and all scheduled parent-teacher conferences;
4. send your child with nutritious food (no sodas or candy please) in reusable containers whenever possible;
5. support TESG's work ethic which includes all children cleaning up after themselves and each other;
6. support TESG's commitment to learning and practicing sound environmental methods;
7. provide appropriate work/play clothes and shoes — for *all* weather;
8. teach your child to respect themselves and others;
9. address concerns immediately and directly with people involved
10. monitor and support healthy internet use including responsible email use for your child

Addressing Concerns

TESG is committed to addressing concerns and conflicts in a constructive way. As a school, we try to address issues directly with all relevant parties.

If you have a concern, we request that you **first talk with the people directly involved**. Often, this means talking with your student's teacher. We encourage you to address concerns early, as small misunderstandings can grow into bigger problems. If the concern still cannot be resolved with your student's teacher, please request a meeting with the Executive Director.

Addressing Concerns Further: Grievance Policy

TESG's Grievance Policy (see Appendix 1) exists for problems that cannot, even after a good faith effort, be resolved with the Executive Director. The policy outlines the steps TESG's Board of Directors will take, together with the Executive Director, to address complaints thoroughly.

Fundraising

Since Charter Schools do not receive as much public funding as district public schools, it is vital that we regularly raise funds in our community to try to provide the necessary support for our curriculum. We appreciate your participation in these efforts.

We also participate in several on-going fundraising programs, including Harris Teeter and Amazon Smile. We welcome participation in any of these you might choose to support. Parents who wish to make additional gifts to TESG and their child's education may do so through the Board of Directors.

Family Involvement

TESG is committed to building strong partnerships among families, teachers, students and the larger community. We engage families through parent-teacher conferences, school events and volunteering. We seek to welcome and connect all of our families to the school. We believe increased family engagement is one of the single most important contributors to student and school success.

We understand that families can support the school in different ways. TESG appreciates your time and energy, and welcomes your ideas! Throughout the school year, opportunities to get involved with the school community will be announced.

TESG welcomes all community stakeholders dedicated to the school mission. There may be times where working groups are created to focus on specific goals/activities for the academic year (e.g. outdoor beautification project, a book fair, an author or artist visit/demonstration, a family engagement activity, a grant application, staff appreciation, etc.). All activities must be approved by the Executive Director and any meeting times must be posted on the TESG website and shared in School or House Newsletters so that any member of our community has access.

Volunteering

Volunteering in your child's classroom is another way to support TESG. We seek to make the time you spend in our school as productive as possible for you, for teachers, and for the students. **If you wish to volunteer, you must fill out the volunteer form and undergo a background check. If it is clear, teachers will let you know what they might need, what times they would welcome some extra hands and what tasks they would like their volunteers to do. We do ask that out of respect for the teacher and their daily plans, you follow or complete only what is asked of you.** Please consult Appendix 3 for more information.

Field Trips

We encourage families who are able to serve as chaperones to do so when they are able. We take many field trips and sharing the chaperone workload is vital to the success of these programs. We encourage all adult family members to join field trips. Your teacher will inform you about upcoming field trips, so you can plan accordingly. Families will be asked to sign a blanket permission for walking field trips. For field

trips that require transportation, teachers are responsible for ensuring that each of their participating students has appropriate written consent of a parent or guardian. Fees for field trips are non-refundable.

Birthdays

At TESG, we do not celebrate children's birthdays in class. Presents and party invitations should be given outside of school hours.

Religious Holidays

TESG recognizes the importance of religious beliefs for its students, families, and staff. While the school is sensitive to religious observances and uses elements of religion to explore diverse cultures and customs, it does not celebrate religious holidays or promote or endorse any particular religious belief. Though it may not always be possible, every effort is made to schedule school functions, including field trips, meetings, fundraising activities, and workdays, on days other than major religious holidays. Please inform your teacher of any religious traditions that may impact your child's day at school.

School Calendar Development

Our school calendar is an academic tool that supports student learning and teachers' professional development. The development of the school calendar is a lengthy and thoughtful process spread over the first half of our school year.

1. *August- September:* The Executive Director sets requirements for the school calendar, including national holidays, annual TESG events, and priorities set by the NC General Assembly including the length of the school year, and consults with teachers.
2. *October:* Calendar is shared with the school community and the School Director gathers feedback.
3. *November:* Director reviews input from school community, and prepares a final calendar for presentation to the Board of Directors.
4. *December:* The Board of Directors reviews and adopts the final calendar

The current year calendar can be found [here](#).

Emergency Contact Info

It is critical that the school be able to reach you in case of emergency. If your contact information changes, please email your student's homeroom teacher and the office manager.

Health Forms

Good health is crucial to learning. Before the first day of school, all Kindergarten students and students who are entering public school for the first time (or returning students with changes since the original form was filed) must submit a health form, signed by a physician, that identifies any health issues important for the school to know about and certifies that your child has all appropriate immunizations. North Carolina state law requires that this form and documentation of immunization be provided to the school within 30 days of a student's first day of school.

Immunizations

The Experiential School of Greensboro is legally required to exclude students who do not have documentation showing they received the required vaccinations within 30 calendar days of the first day of school, or their first date of enrollment. Immunizations forms should be acquired from the student's health care provider and must include: the name of the child; the name of the child's parent, guardian, or person responsible for the child obtaining the required immunizations; the address of the child and the parent/guardian/responsible person; child's date of birth; sex of the child; the number of doses of the vaccine given; the date the doses were given; the name and address of the physician or local health department administering the required immunization. Updated immunization forms are required from every 7th grader as part of their opening year paperwork.

Parents who do not wish to have their child immunized based on advice from their doctor that immunization poses a risk to their student's health, must submit their request for a waiver in writing,

including their physician's statement. Parents who do not wish to have their child immunized for religious reasons, must submit their request for a waiver in writing.

Medication at School/Medical Critical Response Forms

If your child has a medical condition or is in need of a care plan while at school please contact the front office to talk with the School Nurse. Once we are informed we will work with you to create a Medical Critical Response Plan.

If your child needs medication during the school day (whether over-the-counter or prescription) the school must have:

- **A Medication Form on file.** Separate forms should be completed for each medication needed. A medication authorization form is available [here](#) and on the school website and at the Front Office.
- **A detailed plan for administering that medication**
- **The medication, in its original packaging, brought to school by the responsible adult** (not the child)
- **A meeting between family and school staff** to review the plan and confirm details, before the School Nurse or designated staff will administer any medication

TESG will have your child's medication labeled and locked away on the premises unless it is needed for a school trip. We will contact you if the medication is expiring or if more is needed. We will not transport meds through students. It is in the best interest of the child to have an adult pick up and drop off all medication.

Illness

If your child contracts a communicable illness, please inform TESG 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 until they are free from symptoms 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/she/they feels well enough to have a positive, productive day in a manner considerate of the health of others.

Lice and Other Infestations Policy

If live lice are discovered on a student, the child's family will be notified that day by telephone and a note will be sent home with the child. The family is recommended to pick up their child as soon as possible. Confidentiality will be maintained. An email will be sent home with the students in that classroom to inform families of the lice.

After treatment per the [Centers for Disease Control Guidelines and Prevention guidelines](#) the child may return to school the following day. A TESG staff will assist the child at school by rechecking a child's head after proper treatment. TESG does not have a "no nit" policy. The American Academy of Pediatrics states that no--nit policies in schools are detrimental, causing lost time in the classroom, inappropriate allocation of the health services team's time for lice screening, and a response to infestations that is out of proportion to the medical significance. Children should not be allowed to miss valuable school time because of head lice. After three repeated instances of lice for one child, administration will follow up with extended support.

Removing the nits and live lice with a special metal fine tooth comb, though time-consuming, is the most effective way to get rid of them. You can remove any remaining lice and nits manually with your fingernails. They do not wash out.

Head lice should never be associated with poor hygiene, dirty hair, or lack of parental care. Washing hair does not kill head lice, as they can survive underwater for several hours. Anyone, whether their hair is long or short, clean or dirty, can get head lice.

There are several other infestations that may affect a child's ability to participate in school. If a student is found to have **bed bugs**, their belongings will be contained as able and the classroom environment routinely inspected. Instructions on elimination in the home environment will be communicated with a parent/guardian. The custodian will be alerted to classrooms involved in order to monitor for infestation at school. Students with **ringworm** should cover the infected area and be excluded from school until treatment has been initiated. Students with **scabies** must be excluded from school until effectively treated. In the case of all of these infestations, close contacts shall receive written information regarding potential contact and spread. Privacy will be maintained.

Lunch / Nutrition / Allergies

Students eat a snack and lunch at school each day. Please send nutritious foods to fuel your child's work and play. Please send food ready to eat, with appropriate cutlery, in containers your child can open and close. Teachers should not be expected to peel or cut. Microwaves are only available for student use grades 3-8 and only at lunch. Students will not be allowed to microwave popcorn.

1. **Water Bottles:** All students should bring a water bottle to school each day to use for snack, lunch, and any time they are thirsty. This water bottle should seal tightly and be labeled with the child's name.
2. **School Snack:** Each house makes its own procedures regarding snack, including whether to offer a snack time or not. Because snacks are eaten in the classrooms, they should not contain peanuts or tree nuts. They should be ready to eat, not be messy, and should be able to be eaten quickly. The only beverage that should be consumed in the classrooms is water.
3. **School Lunch:** Many TESH students will bring lunches from home. Students who are unable or choose not to do so will be provided the opportunity to participate in a lunch program. For 2022-2023, lunches will be coordinated through My Hot Lunchbox. This program allows families to order from a predetermined set of restaurants and the food is delivered to their child at school. Payment and orders must be processed through the My Hot Lunchbox site. If you need assistance with ordering, contact the front office. TESH cannot order food on your child's behalf. Please do not order food for your child from other sources. The front office will not coordinate or facilitate outside food deliveries for students.
4. **Free and Reduced Lunches for Eligible Families:** Eligibility will be determined by an income survey utilizing the National School Lunch Program Income Eligibility Guidelines to determine which students fall within the Federal Poverty Guidelines and therefore qualify for the program. Families will indicate to the school their intent to participate in the program and complete the application to verify their eligibility. Regardless of program participation, any student who fails to bring a lunch will be provided with a meal.
5. All students will eat lunch in the cafeteria or their Houses, at the discretion of the teaching team. Classes will have 30 minute lunch periods.
6. **Allergen Avoidance and Anaphylaxis Policy:**
 - a. TESH is committed to offering safe educational environments for all students and staff, including those with life-threatening food allergies.
 - i. For those members of our school community, preventing allergic reactions (anaphylaxis) requires cooperation between students, parents, staff and physicians.
 - ii. Student allergies are addressed on an individualized basis in consultation with the school nurse. Training will be provided for staff as applicable.
 - iii. The cafeteria contains nut-allowed and nut-free tables that all students may sit at depending on the contents of their lunches.
 - iv. Table spaces will be cleaned before and after lunch use.
 - b. Families of a student with an allergy (life-threatening or not) must:

- i. Provide information on that allergy at registration, including current treatment, medications, history, doctors' instructions, and emergency contacts.
- ii. Collaborate with TESG staff BEFORE the first day of school to have a Food Allergy Management and Care Plan in place on the child's first day of school
- iii. Bring any prescribed medications to school BEFORE the first day of school.

Incident Report

Any serious injuries that occur at TESG will be documented in an Incident Report Form by the responsible adult present at the time of injury. The usual bumps and scrapes requiring a band aid and/or a bit of sympathy will not generate an Incident Report. Accidents that require parent notification will generate an Incident Report that will be sent home with the child. The teacher, school nurse, or office personnel will make every attempt to contact you personally on the day of the accident before your child gets home.

Building Security

The front door is the only door of entry to anyone other than school personnel. All visitors to TESG must sign in at the front lobby computer station when entering, and sign out when leaving. All visitors, including frequently visiting families and Board members, are required to wear visitor tags during the course of their visit. This precaution is for the safety of our school and children.

Emergency Drills

Drills for fire, severe weather (tornadoes, hurricanes, etc.), active threats, and other emergencies will be carried out on a regular basis as prescribed by the Fire Marshal and the school's Emergency Preparedness Plan. Our Emergency Preparedness Plan follows the procedures mandated by the State of North Carolina.

Return to Learn after Concussion

At TESG, we are required to follow certain practices for helping students return to their normal school work and play following a concussion injury. If your child sustains a concussion, you will be asked to participate in the development of medical and educational plans outlining how TESG will make accommodations for them throughout their recovery. More information about the Return to Learn policy can be found above in Section 3: School Policy & Instructional Programming on p. 39 - 41.

Faculty & Staff

Please see our website, tesgk8.org, for our staff directory. To reach individuals at school, please email the staff member directly.

School Calendar

Our Academic Calendar lists when school is in session. Our separate Events Calendar includes those dates PLUS school-wide events. Both can be found on our school website: www.tesgk8.org

Transportation & Parking

Morning Drop Off

1. Please arrive early enough to allow your child time to settle into his/her/their classroom comfortably before the school day begins. Students may arrive at 8:00 am, transition to their classroom, unpack their backpacks, and prepare for the day. Teachers have morning activities as students transition to the classroom from 8:00 - 8:30. The school day starts at 8:30 with a morning meeting.
2. Your child will be marked tardy if they have not arrived by 8:45. Any family arriving after 8:30 must walk their child into the building and sign their child in. **Never drop your child off unsupervised at the curb or in the building.**

Afternoon Pick Up

1. The school day ends at 3:30. Families should pick their children up through the car rider line between 3:30 and 3:45. Any family arriving after 4:00 must park and walk into the building to sign out their child. Please note that children may not be signed out between 2:45 and 3:30.
2. An authorized card will be provided at the open house and the first days of school and **MUST** be displayed in the car or presented at the walker gate. If you do not have an authorized card, you must park and come inside to sign out your child(ren).
3. Carpooling is strongly encouraged. Please remember that carpooling drivers will need authorized cards for all children they are picking up.

Authorized Pick Up

1. Only those individuals designated by a parent/guardian, in writing, may pick up a child from school, either during the school day or after school. This includes older siblings under the age of 18.
2. If a person other than a parent will *regularly* pick up your child, please tell the Office Manager. The office will issue an authorized card for that person to display during pick-up. Photo ID may be required.

Walkers

We encourage families who live or work close enough to the school to walk. Walking families should approach the school through the S. Church Street playground gate. At pick up, families should bring their authorized card to show the staff member at the playground gate. The staff member will radio for the child, who will meet the parent at the gate.

Car Riders

The majority of our children arrive at and leave school in cars. Please read and follow these car line procedures.

1. **Cars may not begin queuing before 7:45 am and before 3:00 pm.**
2. Please approach the school from E. Market Street and queue down S. Lyndon Street, turning right onto Hughes, and then left into the parking lot. Please do not approach the school for drop off or pick up from any other directions. The Greensboro Police Department has asked that no one queue on E. Market Street, S. Church Street, or E. Washington Street. Following the car rider route described above prevents queuing on any of these streets. Always queue with the flow of traffic on the correct side of the street. Our neighboring businesses have asked us to remind drivers to not block parking lot entrances while queuing whenever possible.
3. Upon entering the parking lot, turn left to loop around the parking lot to the loading/unloading zone. You will be double stacked through the parking lot so that we can fit more cars into our property at once and minimize our impact on our neighbors. Please see the next section for loading and unloading procedures.
4. After loading or unloading and at the direction of staff members, continue forward and turn left to exit the parking lot onto Hughes. You may not turn right out of the parking lot. From Hughes, you may turn left or right onto S. Church Street.



Car Line Procedures

1. Please do not begin queuing for car line before 7:45 am for drop off and 3:00 pm for pick up. We will ask you to move if you begin queuing outside of these times. To ensure minimal impact on downtown traffic flow, we must limit our queuing time.
2. At least two staff members or volunteers will be at the curb helping children out of cars in the morning and into cars in the afternoon. DO NOT get out of your car — let the people on duty help your child. If no one is on duty, it is not time for pick up or drop off. If you are early, please wait. If you are late, please park and come in to pick up or drop off.
3. The car line is for children who can exit/enter a car quickly without much adult help. If for any reason your drop-off/pick-up will take extra time, please park and utilize the walkers gate at the south end of the playground during drop off/pick up times. In the morning, make sure your child is ready to go (backpack in hand, shoes on, etc.) before entering the car line.
4. DROP OFF: Cars are singled stacked during morning drop off. When you enter the unloading zone, please pull all the way forward before letting children exit the car. Please do not pull around cars that may be still unloading ahead of you. Wait and follow staff instructions as you drive forward in one line of traffic and exit the parking lot.
5. PICK UP: Cars are double stacked during afternoon pick up. Before you enter the loading zone, a staff member will read your authorized card and call for the child(ren). Please do not pull around cars that may be still loading ahead of you. Wait and follow staff instructions as you merge back into one line of traffic and exit the parking lot.
 - a. Children must enter/exit the car from the driver's side only. Before your child gets in or out, make sure the car is stopped completely.
 - b. Before pulling away, make sure your children are either safely on the sidewalk or buckled in their seat. Staff can not buckle children into the car.
 - c. Please do not converse with teachers on duty during this challenging process. They need all their attention to keep children safe and keep the car line moving.

School Bus

1. Based on family needs, TESG also offers free school bus transportation for students. These buses pick children up and drop them off at community stops. It is the family's responsibility to get their child(ren) to and from those community stops. Community stops are determined based on information provided to the school in the enrollment packets and are established in June for the following school year. A schedule of approximate pick up and drop off times at each community stop is provided to families who have registered for the bus service via their enrollment packet. Please arrive earlier than the scheduled time to ensure that pick up and drop off run smoothly.
2. Please note that TESG's responsibility for the student begins when they board the bus and ends when they exit it. As such, we can not offer child care at the community stops. Please plan to wait with your child for the bus in the mornings and ensure that someone is there to pick them up in the afternoons when the bus arrives. If no one is there to pick up a child at a community stop, the bus driver will take the child back to the school where they will wait with a staff member until an authorized individual arrives to pick them up. The family will be responsible for any costs associated with the bus returning to the school. If a child is returned to the school more than three times, the family must conference with the School Director to determine what changes need to be made to the family's transportation plan to ensure smooth transitions to and from school.
3. When we receive a discipline report from our drivers and monitors, we send a copy home to the family and we retain a copy in the child's behavior file. On the second report, the child is not allowed to ride the bus for 5 school days. On the third report, the child will no longer have the privilege of riding the bus for the remainder of the trimester. If the incident involves fighting or other physical aggression, the student may receive a bus suspension regardless of the number of incident reports.
4. If your transportation needs change during the school year, please discuss those needs with the Office Manager. Our buses can only transport a certain number of students, so if you change routes or begin using the service without previously registering for it, you may be displacing another student already registered to use the service. We will work to accommodate your changing needs. Similarly, if you decide that you no longer need bus service, please let us know so that we can keep an accurate count of available seats.

Public Transportation

Most GTA buses run through the Depot, which makes using the public transit system may be convenient for families.

Parking at TESG

As an urban school, we must share limited parking spaces with our neighbors. The maps below show suggestions for where to park (and where not to park) when visiting TESG.



1. In TESG's parking lot areas marked in red are for staff parking only.
2. Areas marked in green may be used by families and volunteers during the school day, but are inaccessible during pick up and drop off times.
3. Areas marked in yellow may be used only from 8:30-3:00 and after 3:45.
4. Areas marked in blue are accessible parking.
5. There is also street parking available on many of the surrounding blocks.
6. **For safety, please cross streets at marked crosswalks only.**

SB49 Policies, Parents Rights

TESG believes that parent/family/community involvement is an important part of our success. As such, the Board has developed policies to guide the productive involvement of families and community in the school's students' education effectively. N.C.G.S. § 115C-76.20(b)(3). In addition we provide support towards the coordination of such efforts.

Improved student achievement must be an equally shared responsibility and the goal of parents, teachers, the school, and the community. Thus, the Board in partnership with the Executive Director commits to effective volunteer programs to address student needs and commits to connecting students and families with community resources.

A. Parent Rights

A parent has the right to the following:

- (1) To direct the education and care of their child.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.

- (5) To make healthcare decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
 - A crime committed against the child under Chapter 14 of the General Statutes.
 - An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b. When otherwise prohibited by law.
- (7) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
- (8) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- (9) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - a. During or as part of a court proceeding.
 - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - c. When the recording will be used solely for any of the following purposes:
 - A safety demonstration, including one related to security and discipline on educational property.
 - An academic or extracurricular activity.
 - Classroom instruction.
 - Photo identification cards.
 - Security or surveillance of buildings, grounds, or school transportation.
- (10) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

B. Limitations on the right to parent:

- (1) The requirements of this Article do not authorize a parent to do any of the

following:

- a. Engage in unlawful conduct.
- b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.

(2) The requirements of this Article do not prohibit the following:

- a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.
- b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

C. Pursuant to N.C.G.S. § 115C-76.25, the School shall display on its website the following parental legal rights regarding their child's education:

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157. Please consult the Student Handbook for this information.
- (3) The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.
- (4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult school policies for this information.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.
- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult school policies as well as the Department of Public Instruction.
- (9) The right to participate in parent-teacher organizations. This information will be provided on our website and from our Executive Director.
- (10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.

- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article.
- (12) The right to review all available records of materials their child has borrowed from the library.

D. Parent Guide for Student Achievement Pursuant to 115C-76.30.

The Parent Guide to Student Achievement is an effort by the State Board of Education (“SBE”). The SBE’s Guide will be posted on the School’s website once it has been provided by the State Board of Education and going forward at the beginning of each school year. The SBE’s Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during Open House, Back to School events, or in any forum designated by the School. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

E. The School’s Guide for Student Achievement Pursuant to 115C-76.30.

- (1) The School has chosen to comply with these provisions by ensuring the following information is in the Family Handbook available on this School’s website:
 - a. Requirements for students to be promoted to the next grade.
 - b. School entry requirements, including required immunizations and the recommended immunization schedule.
 - c. Ways for parents to do the following:
 - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
 - Strengthen their child's citizenship, especially social skills, and respect for others.
 - Strengthen their child's realization of high expectations and setting lifelong learning goals.
 - Enhance communication between the school and the home.
- (2) The School has chosen to comply with 115C-76.30, making the following information available through its website; the Family Handbook found on the School’s website; School and classroom communications (hard copy or via email); communications from the School’s parent/teacher organization; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
 - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
 - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
 - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors

programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.

- d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
- e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
- f. Contact information for school and unit offices.
- g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
 - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
 - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.

The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the School's website and/or in community and/or school communications. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

- (1) Providing links to parents for community services.
- (2) Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
- (3) Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

G. The School has established policies to do all the following:

- (1) Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student

achievement required by G.S. 115C-76.30. Please consult the School's website.

- (2) Effectively communicate to parents the way texts and curricular material are used to implement the school's curricular objectives.
- (3) Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
- (4) Establish a means for parents to object to textbooks and supplementary instructional materials.
- (5) Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures.
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. Please also consult the School's website.

H. Further Compliance

- (1) The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
- (2) Our School is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at [Opportunity Scholarship - NCSEAA](https://www.ncseaa.edu/k12/opportunity/) (<https://www.ncseaa.edu/k12/opportunity/>)

I. Student Health Notifications Pursuant to N.C.G.S. § 115C-76.45

- (1) The School does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.
- (2) The School does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental,

emotional, or physical health or well-being or a change in related services or monitoring.

- (3) School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- (4) Notifications:
 - a. At the beginning of each school year, the school counselor or designee will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The school counselor or designee will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)
 - b. The Executive Director or designee shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
 - c. The Executive Director or designee shall provide notice of a change prior to any changes in the name or a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
 - d. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115.C-76.60 is set forth in this policy, **Entitled Parental Remedies**.

J. Timelines for parental requests for information under § 115C-76.40.

- (1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- (2) A parent of a child enrolled at our School may request in writing from the Executive Director or Designee any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to the Executive Director. Within 10 business days, the Executive Director or Designee shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent

that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

- (3) If the Executive Director or Designee: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the President of the Board of Directors, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- (4) If the President of the Board of Directors denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Grievance Committee of the Board of Directors, as provided in subsection (2) of this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled Grievance Committee meeting occurring more than three business days after submission of the appeal. During that meeting, the Grievance Committee shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.

K. Student support services training § 115C-76.50.

Student support services training developed or provided by the School to its personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

L. Parental rights to opt-in to protected information surveys § 115C-76.65

(1) Definitions:

- a. Adult student – An enrolled student who is 18 or older or an emancipated minor.
- b. Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:
 - Political affiliations or beliefs of the student or the student's parent.
 - Mental or psychological problems of the student or the student's family.
 - Sex behavior or attitudes.
 - Illegal, antisocial, self-incriminating, or demeaning behavior.
 - Critical appraisals of other individuals with whom respondents have close family relationships.
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.

- Religious practices, affiliations, or beliefs of the student or student's parent.
 - Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.
- (2) The School shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:
- a. The process for providing consent to participation in the protected information survey.
 - b. The full text of the protected information survey.
- (3) No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.
- (4) The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the School's website.

M. Procedures and Remedies for Parent Concerns

This provision sets forth procedures and remedies required by § 115C-76.60. A parent has the right to notify the Executive Director about concerns under this policy pursuant to § 115C-76.60. The School's procedures and remedies for parental concerns are as follows:

- (1) The parent shall submit in writing a detailed description of their concern to the School via email at executivedirector@tesgk8.org. Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.
- (2) Within seven business days of receiving the concern, the Executive Director shall either:
- a. Resolve the concern and notify the parent of the resolution, or
 - b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
 - c. Notify the parent of why the concern cannot be resolved.
- (3) If the concern is not resolved within 30 days, a parent may do one of the following:
- a. Notify the State Board of Education and request a Parental Concern hearing, or
 - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory

judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.

- (4) The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

N. Reporting requirements under § 115C-76.70

The School reports on these policies annually to the State Board of Education.

O. School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials.

- (1) **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which texts and curricular material are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all texts and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to texts and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
- (2) **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding schoolwork, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Family Handbook as well as the following, house newsletters, emails/phone calls/meetings, parent/teacher conferences and report cards.
- (3) **Charter School exemptions.** A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the School determines its own curriculum and texts and is not bound by the laws governing local boards of education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of textbooks where the School has selected textbooks.
- (4) **Textbook Definition.** For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to

cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.

- (5) **Requirements of § 115C-76.55.** Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult they feel comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.
- (6) **Use and Purpose of Textbooks.** The School selects and uses texts as part of its curriculum and course of study. The texts selected are intended to advance the school's curricular objectives.
- (7) **Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials.** The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows: teachers within house teams develop standards-based units with consultation from the Curriculum Facilitator and Executive Director.
- (8) **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including texts and the source of any supplementary instructional materials in a variety of ways: on DPI's website, House/School newsletters, at Open House, at Back to School night, and through other teacher communications.
- (9) Parents may inspect and review all texts and supplementary instructional materials that will be used in their child's classroom at designated Family Nights and by making an appointment with their child's teacher to be held between the hours of 8:00 to 8:30 am and 4:00 to 5:00 pm in person or virtually. Some curricula may already be available online.

(10) **Process for Library Check Out and Notification**

Classrooms visit the local library periodically during the month as a walking field trip and students can check out books that are age/grade appropriate, Parents and families have access to their public library accounts and these serve as notifications of what their student has checked out and when these are due.

P. **Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.**

- (1) The School reserves the right to create an advisory committee, as needed, to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.
- (2) In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
- (3) To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the School via email at executivedirector@tesgk8.org or sent via mail or hand delivered to the School's address and designate on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.
- (4) The Executive Director or their designee or advisory committee, shall review such challenge and respond to the challenge within ten (10) business days.
- (5) If the decision does not resolve the matter, the parent may file a written appeal to the Executive Director if they were not involved in the initial review of the challenge. The Executive Director shall review and respond to the challenge within five (5) business days.
- (6) If the Executive Director is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors

within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.

- (7)** The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.
- (8)** Timelines set forth herein may be extended for good cause.

APPENDIX 1: TESG Grievance Policy

1. For informal grievances, stakeholders are encouraged, where possible, to attempt to resolve any grievance regarding conduct, practice, procedure, or policy on an informal basis before initiating a formal grievance.
2. A stakeholder dissatisfied with attempts to resolve a grievance informally, or who wishes to bypass informal grievance procedures entirely, may seek formal resolution of grievance.
3. Formal grievance process. A stakeholder must follow the formal grievance process outlined herein. Failure to adhere to the process without good cause will result in dismissal of a grievance. It is within the Grievance Committee's sole discretion to determine if a grievance should be dismissed for failing to adhere to the formal grievance process. All days mentioned are business days, not calendar days.
 - a. Definitions:
 - i. **Grievance:** a complaint regarding conduct, practice, procedure, or policy implemented by a TESG employee or board member, including any alleged violation of law, school policy, or Constitutional right.
 - ii. **Grievance Committee of the Board of Directors:** when a grievance form is submitted pursuant to STEP ONE below, the President of the Board of Directors will notify the Vice President of the Board of Directors and will appoint two disinterested board members. Those three individuals will serve on the grievance committee for that specific grievance. Prior knowledge of individuals or issues involved in the grievance will not automatically disqualify a grievance committee member, however, no board member will be qualified to serve on a grievance committee if he or she cannot remain impartial. The Vice President of the Board will be the chair of the grievance committee and the main contact for all grievance committee communications, unless a grievance committee elects a substitute chair in the Vice President's absence.
 - iii. **Grievance form:** a document provided by TESG to initiate the formal grievance process. The grievance form shall be made available to stakeholders through the TESG handbooks and at the TESG administrative office.
 - iv. **School-level administrator:** the Executive Director.
 - v. **Stakeholder:** any TESG parent, student, staff member, volunteer, or vendor, or any other person who alleges that TESG owes them a duty that TESG has failed to fulfill.
 - b. Process:
 - i. **STEP ONE:** The stakeholder must use the official grievance form to initiate a formal grievance. The grievance form should be completed and submitted to:
 1. The Executive Director if the stakeholder is an employee, student or parent;
 2. The Executive Director or President of the Board of Directors if the stakeholder is not an employee or parent.
 3. Any person who receives an official grievance form shall immediately (within 12 hours) notify the TESG Executive Director. If the grievance form is against the TESG Executive Director, the President of the Board of Directors shall be notified.
 - ii. **STEP TWO:** The Executive Director (or President, if the grievance is against the Executive Director) shall review the grievance form and determine whether he or she can resolve the grievance independently or in consultation with the grievance committee within the stated goals and policies of the Board of Directors. The Executive Director may take up to 10 days to investigate a grievance, meet with individuals involved in the grievance, and to otherwise attempt to resolve the grievance as he or she believes is appropriate, without exceeding the authority delegated to him or her by the Board of Directors.
 - iii. **STEP THREE:** If the Executive Director (or President, if the grievance is against

- the Executive Director) is unable to resolve the grievance, he or she shall make a written recommendation to the Grievance Committee of the Board of Directors as to how the grievance would be most appropriately resolved. A copy of the written recommendation will be provided to the parties of the grievance at the same time it is sent to the grievance committee. The parties to the grievance have five days to provide the grievance committee a written explanation of why the recommendation is or is not acceptable (the "Explanation Period"). Each party will provide other party a copy of its written explanation. There will be no opportunity to provide explanation after five days, except by permission of the grievance committee.
- iv. STEP FOUR: The grievance committee chair will convene the grievance committee within 10 days of expiration of the Explanation Period described in Step Three. When the grievance committee meets to review the recommendation and party explanations, it shall go into closed session only as required by North Carolina law. After reviewing the materials provided, the grievance committee can – by majority vote – dismiss the grievance, adopt the recommendation, decline to adopt the recommendation, adopt a modified recommendation, and/or request additional information be provided in writing or in person. The grievance committee can have an attorney present to provide advice during the closed session.
 - v. STEP FIVE: The grievance committee shall provide its final decision recommendation to the parties in writing. Except in exceptional circumstances as determined by the grievance committee, the entire process – from transmittal of grievance to transmittal of final decision – should take no longer than 30 days. The committee makes a final decision recommendation to the Board of Directors and the Board's decision is final.
- c. Decision-making criteria.
 - i. At all steps in the grievance process, decision makers should consider TESG's stated goals, methods, and social justice mission as part of the decision-making criteria.
 - ii. Decision makers should become informed of the requirements of state and federal laws involved in a grievance as part of the decision-making criteria.
 - iii. Decision makers should seek consistency as part of the decision-making criteria.
 - d. Record Keeping Requirements. When the grievance committee meets to discuss a grievance, it can record the meeting or keep written minutes. The minutes and/or recording shall be filed with the Secretary of the Board and maintained for at least three years, or as otherwise required by TESG document retention schedule.
 - e. Investigations. The Executive Director can conduct an investigation of allegations in the grievance or appoint someone to conduct an investigation of allegations in the grievance. The chair of the grievance committee can also appoint someone to investigate allegations in the grievance. Any investigator appointed for this purpose should be impartial and should keep detailed records of his or her investigation. An individual appointed to investigate should only make factual determinations; the investigator is not expected to make a recommendation.

APPENDIX 2: Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents 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 of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. **The right to request the amendment of the student's education records** that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information** contained in 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); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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 responsibility.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures of The Experiential School of Greensboro 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 20202-5901

APPENDIX 3: TESG Volunteer Guidelines

Volunteer Schedule and Requirements

Families are an integral part of life at TESG. We seek to make the time you spend in our school as productive as possible for you, for teachers, and for the students.

Families should discuss with their child's teacher ways they can assist and participate in class activities. However, families are discouraged from visiting their child's classroom for at least the first two weeks or until the teacher confirms that it is ok to visit. It is very important that teachers have the opportunity to establish routines and structures in the first few weeks of school. The presence of parents in the classroom can be confusing for many children as they adjust to school routines. Teachers reserve the right at all times to ask family members to leave a classroom.

If you wish to volunteer, you must fill out the volunteer form and undergo a background check. If it is clear, teachers will let you know what they might need, what times they would welcome some extra hands, and what tasks they would like their volunteers to do. We do ask that out of respect for the teacher and their daily plans, you follow or complete only what is asked of you.

All adult visitors must sign in at the computer station in the lobby when they enter the school, and wear a visitor pass while they are in the building. This is a security measure to enable any school staff member to immediately identify an unauthorized person. Having everyone sign in will also help us account for all visitors in an emergency.

Volunteer Expectations

All volunteers will be expected to follow these guidelines:

1. **Respect the authority of the teacher or supervisor.** Teachers or supervisors bear the ultimate responsibility for the welfare of students during school activities.
2. **Report all inappropriate incidents to the teacher.** When working with students or chaperoning field trips or school activities, parent volunteers must report all incidents of inappropriate behavior or situations in which students might be in danger to the teacher or supervisor in charge of the activity.
3. **Report all incidents of suspected child abuse to the teacher or supervisor in charge.** Maintain a professional relationship with students. When students raise issues of a personal or confidential nature report to the teacher or supervisor in charge.
4. **Respect the privacy and anonymity of each child by maintaining the confidentiality of information regarding students.** Information regarding student classroom performance and/or behavior and information contained in student records is not public knowledge and must remain confidential. Student information is regulated by the Family Educational Rights Privacy Act.
5. **Do not take pictures or videos of students or classes.**
6. **Schedule your visit and be sure to communicate any unexpected cancellations or delays.** A volunteer must inform the supervising teacher or supervisor if unable to attend a volunteer activity. Whenever possible, please allow enough time to find replacements.
7. **Offer feedback or address concerns in a non-disruptive manner.** We trust your experience will be positive, but if you have any concerns please feel free to address your concerns in a non-disruptive manner, like via e-mail or through making an appointment at a later time.
8. **All volunteers must have a valid background check.** No volunteers will be used that have a revoked or suspended teaching license.

We value your willingness to volunteer and share your time, expertise, and enthusiasm with us. We appreciate your confidence in knowing that we have the best interest of students in mind.